

WHY ARE SCHOOL ADMINISTRATORS IN SHORT SUPPLY AND WHAT CAN
BE DONE ABOUT IT?

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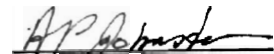
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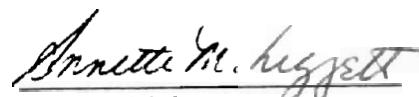
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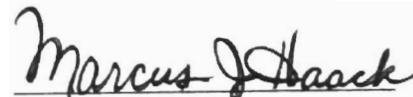
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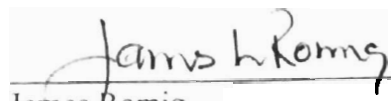
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WHY ARE SCHOOL ADMINISTRATORS IN SHORT SUPPLY AND WHAT CAN BE DONE ABOUT IT?

An Abstract of a Dissertation by
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The problem. The problem of this study was to find out why individuals who have attained the elementary principal endorsement were not serving as elementary school principals. The problem included finding out what barriers impeded individuals' pursuit of the elementary principalship, from whom or what they created their perceptions of the elementary principalship, and what motivated them initially to attain the elementary principal endorsement.

Procedures. Data was obtained using a survey of 704 people, the entire population of individuals in Iowa who were endorsed to be elementary principals, but not serving in that role. Descriptive statistics and t tests were used to analyze and report data from the survey. Data from those individuals who had pursued the principalship but never offered a position, those that had never applied for a principalship, and those who had been principals, but left the principalship, total responses, and differences among the responses of men and women were the foci of the data analysis.

Findings. Of 704 surveys sent, 424 (62%) were completed and returned. Forty-two percent of respondents were male and 58% of respondents were female. Sixty-seven percent of respondents were teachers. Current principals were the source of their perception of the elementary principalship. Motivation for attaining the elementary principal endorsement was to make a positive difference for students and teachers, the desire to be the leader of an elementary school, and to develop leadership skills. Barriers to the job of elementary principal rated highest: Satisfaction with current job; Geographic limitations as to where you can apply for a position or are not willing to relocate; Who you know is more important than individual's merit in getting hired; The job itself: increased expectations, responsibilities of the principals' role; Time (balancing work and home); and Insufficient salary/fringe benefits.

Conclusions. Barriers to the elementary principalship that could be addressed by policy were not the most difficult barriers to overcome. Even more poignantly, the most important reasons for not taking an elementary principalship were not clearly amenable to policy redress. By their actions on the job, current principals teach teachers about what being a principal means. From these observations, teachers and counselors decide to work towards the endorsement so that they can make a positive difference. In a gender comparison, for those not in the principalship, women saw more of a barrier in just not being able to get a job. Men saw inadequate money, the job itself and moving as primary barriers.

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Chapter 1

INTRODUCTION

Current research suggests that one of the major components of a school's success is the principal's leadership (Baron, 1990). The skill of the school principal is paramount to the quality of life and learning in schools (Restine, 1997). Effective schools research of the 1970s (Austin, 1979; Edmunds, 1979) and excellence movement of the 1980s (Drake & Roe, 1986) found that strong administrative leadership is an essential element of effective schools. "Amidst the accumulating body of research on effective schools and the current call for school reform, the principal has emerged as the key person in school improvement efforts. A principal's leadership is among the most crucial elements necessary for school success, and a successful school almost always boasts of having an outstanding principal," (Anderson, 1988, p. 7).

Unfortunately, at a time when the demand for a quality education is increasing, fewer educators are choosing to pursue a career in educational administration (School Administrators of Iowa, 1997, p. 2; Barker 1996; Williams, 1996). According to Barker, data from state and institutional sources in Washington State revealed smaller candidate pools, more principal positions created or open because of increasing enrollment and high numbers of potential retirements within 5 years. In Kentucky, factors such as the political culture, retirements of a large portion of educational administrators, increased demands on the principalship imposed by the legislature, and the rural nature of Eastern Kentucky have resulted in small candidate pools (Alexander, 1990; Combs, 1991; Dove, 1991; Lindle, 1995; Legislative Research Commissions, 1990, as cited in Williams, 1996) .

A statewide conference consisting of educators and administrators at all levels met to discuss administrator shortage and developed a report to the Executive Committee of School Administrators of Iowa (School Administrators of Iowa, 1997). The report acknowledged declining numbers of applicants for superintendent and high school principal/athletic director combination positions in the state of Iowa. In addition, there were hundreds of individuals currently endorsed in educational administration that were not seeking a career as a school leader. At the elementary level alone, there were approximately 724 individuals endorsed to be an elementary school administrator who were serving in some aspect of K-12 education, but not as an elementary principal or school administrator (Iowa Department of Education, 1998).

According to a report to the Executive Committee and Representative Council of School Administrators of Iowa (1997, p. 2), "Iowa is facing a leadership crisis in K-12 education...unless we take some immediate and proactive steps to address this situation, Iowa will be shortchanging the future of the next several generations." The Iowa Department of Education dispatched the following statement:

Iowa has a long history of educational excellence, and skilled administrators at all levels have been a major reason for that success. Now, a shortage of qualified school administrators is affecting Iowa—a shortage that could seriously hinder the state's ability to build on its tradition of excellence and create schools to meet the needs of its citizens in the 21st Century.

Purpose

This study provided information to local district administrators and policy makers designed to assist them in reformulating policy and practice that may increase the probability of attracting more and higher quality candidates for elementary principal

openings. The data and conclusions of this study were also thought to be of interest to statewide organizations such as School Administrators of Iowa, universities with principal/school administrator preparation programs, professional associations, Iowa State Board of Education, Iowa Department of Education and others who have an interest in educational leadership.

Problem

Why were professionals with elementary principal certification who were involved in some non-administrative aspect of K-12 education not employed as elementary school administrators? Of the approximately 724 individuals in the state of Iowa who fit this criteria, there was insufficient data upon which to base a discussion of what state and local policy may be most effective in attracting a new generation of administrators in education.

Specifically, the researcher sought to find out what factors motivated respondents to attain the elementary principal endorsement. The researcher also wanted to know what factors influenced respondents' perceptions and opinions of the elementary principalship or school administration as a career. Finally, the researcher wanted to find out what factors each respondent perceived as barriers to pursuing a position as principal or school administrator which, if changed, would motivate them to pursue such a position. The data of this study was used to recommend areas of further study of the dearth of candidates for the position of elementary principal in Iowa.

Research Questions

The following research questions guided this study:

1. What barriers to pursuing an elementary principalship or school administrative position were perceived by these individuals which, if changed, could motivate each individual to actively seek out such a position?
2. What barriers were perceived that were intractable from a policy perspective?
3. What or who influenced the perceptions and opinions these individuals have of the elementary principalship or school administration as a career?
4. What factors motivated each individual to attain elementary principal certification?
5. Do men and women perceive the same barriers or are some barriers perceived as more influential on their decision whether or not to pursue the principalship depending on gender?

Definition of Terms

NAESP: National Association of Elementary School Principals was founded in 1921 and is a professional organization that serves Pre Kindergarten through grade eight principals across the United States and around the world.

Iowa Principal Endorsement: Requires a master's degree in elementary administration; refers to those individuals who are licensed to serve as a principal in grades Pre-kindergarten through eight.

SAI: Established in 1987, School Administrators of Iowa is a professional organization with over 2,000 members that serves Iowa's educational leaders. SAI's

mission is “to be the driving force for quality education in Iowa’s communities through the aggressive promotion and active development of effective administrative leadership” (School Administrators of Iowa, Policy Manual, 1993).

SAI Executive Committee: The executive committee consists of 7 SAI members who are elected by other members of SAI.

SAI Representative Council: The representative council is comprised of 3 representatives from each of the 15 Area Education Agencies in Iowa and the SAI Executive Committee. The SAI Representative Council prioritizes issues for which SAI will lobby the state legislature. This group is also responsible for making SAI policy.

Chapter 2

REVIEW OF LITERATURE

Role of the Elementary School Principal

The job of the elementary principal has been characterized as one of the most demanding, personally satisfying and highly desirable jobs compared to educational administrative positions at all other levels of administration (Moore, 1999). The personal satisfaction gleaned from being an elementary principal is derived from a closer working relationship with teachers, parents, and students which results in increased influence on instruction, curriculum, and other school operations than at any other level. According to Moore, principals are the key to an effective school and the ability to meet the challenges that lie ahead in the next century depends largely on the talents and ability of the elementary school principal.

Statistics show there is a good supply of individuals who are endorsed to be elementary principals, but many are choosing not to pursue the principalship (McAdams, 1998; Moore, 1999). Although there are enough individuals endorsed to fill future school administrator openings, there may be a shortage of highly capable individuals to fill the impending vacancies (Education Research Service, 1998). A national survey conducted by the Gordon S. Black Corporation produced data that indicate there is a shortage of qualified candidates for principal openings throughout the United States. These findings were true in rural, urban and suburban school districts and at the elementary, middle and high school levels.

Research suggests there are several reasons educators endorsed to be elementary principals do not pursue the job of principal or school administrator (Anderson, 1988; Cline & Richardson, 1988; Milstein, 1992; and Restine, 1997). The job itself, of principal or school administrator, as perceived by an individual may be a barrier to his/her motivation in pursuing such a position (Barker, 1996; McAdams, 1998; Restine, 1997). A principal's job is made up of role conflict, role ambiguity, and role overload (Savory & Detiuk, 1986) and requires a work week that is an average of 55-60 hours (McAdams, 1998). This, along with required attendance at community meetings, the tremendous workload necessary with special education and other legal issues results in less job satisfaction.

Individuals endorsed to be principals, mainly teachers and counselors, perceive the role as undesirable because of the ever increasing workload and demands on principals (Barker, 1996). The complexity of tasks, time demands, accountability and professional status have all contributed to a less desirable opinion of school administration (McAdams, 1998).

Job Stress in School Administration

As expectations and responsibilities of school administrators have increased, so has the stress (Barker, 1996). Swent and Gmelch (1977) stated that today's educational leader is challenged by more conflict and pressure than ever before in the twentieth century. Even the public acknowledges that school administration is one of the most stressful jobs in our society

Stress can be defined as the intensity and length of time needed to adjust to life events (Holmes & Rahe, 1967) or how the body responds to any type of demand made on it (Hans Selye, 1974). The longer it takes for us to adjust and the more intense the situation becomes, the greater the stress one experiences. According to Brimm (1983), the job related stress for school administrators recognized in literature includes role conflict (Kahn, Wolf, Quinn, & Snoek, 1964); work overload (Piatt, 1981); inadequate compensation (Brown & Carlton, 1980; Hendrickson, 1979); interpersonal conflict with parents, teachers, and students (Blumberg & Greenfield, 1980; Washington, 1980); and increased administrative responsibility (Brown & Carlton, 1980; Hendrickson, 1979).

Brimm (1983) administered a questionnaire developed by Swent and Gmelch (1977) incorporating stressors such as meetings, workload, management, supervision, evaluation, negotiations, interpersonal relations, self-expectations and role expectations of the public to 1800 Oregon school administrators. The goal of the study was to determine which facets of the job produce the most stress. Brimm found that the 10 most stressful parts of the job are as follows:

1. complying with state, federal, and organizational rules and policies
2. excessive time devoted to meetings
3. trying to complete reports/paper work on time
4. trying to gain public approval and/or financial support
5. resolving parent-school conflicts
6. teacher/staff evaluations
7. making decisions that affect lives of individuals the principals knew
8. too heavy of a work load impossible to finish in a regular work day
9. imposing excessively high standards on myself
10. frequent interruptions

In Tennessee, Brimm (1983) conducted the same study and found the same results in a slightly different order. In addition to the Oregon findings, "trying to gain public

approval and financial support” and “feeling I have to participate in school activities outside the normal working hours,” were also mentioned. In both studies, the biggest stressors were constraints on administrators which included meetings, work load, and compliance with policies.

Spooner (1984) surveyed 296 primary headteachers in England and found reprimanding staff, dealing with staff under stress, responsibility of the position, maintaining standards, and quality of work in the school to be the most stressful aspects of school administration. In another study using a large scale survey in the United Kingdom, Kelly (1988) found workload, handling staff relationships, demands of local school districts, handling inadequate staff, and feeling undervalued to be the most stressful factors of school administration.

In a survey carried out in Malta with 104 administrators from all state schools, Borg and Riding (1993) found the level of stress perceived by an administrator is connected to the amount of experience as a principal. Administrators with over five years of experience rated their stress level higher than administrators with less than five years of experience. Borg and Riding also found that it was not one single factor that contributed to those experiencing high levels of stress, but a combination of 4 factors: work load, lack of support, resolving conflicts, and inadequate resources. No statistical significance was found between the amount of work and job satisfaction experienced by respondents indicating it is the nature of the work itself, not the amount of work that determines job satisfaction.

Whitaker (1996) conducted a study using the Maslach Burnout Inventory to determine which factors of the job result in administrator burnout. Indicators of burnout

included emotional exhaustion, depersonalization, and low personal accomplishment. Whitaker found site-based decision making, shared decision-making, declining resources, increased paperwork and greater expectations from the public and central administration for high student standards as the greatest sources of stress. While one segment of the population is demanding a “back to basics” curriculum, another is demanding higher standards. Additional stress is caused by pressure on the school administrator to restructure the learning environment to achieve higher test scores according to McCarthy (1993) as cited in Whitaker.

Duke (1988) conducted interviews with 4 principals who were considering leaving administration. Sources of dissatisfaction described were policy demands, sacrifices in personal life, lack of growth opportunities, lack of recognition and poor relations with subordinates. None of the principals stated low salary, poor relations with peers or lack of job security was an area of job dissatisfaction.

In consideration of past studies focused on school administrator stress and anxiety, Carr (1994) stated that studies have been contradictory with significant methodological error. In addition, the definition of stress was inconsistent among studies. Instruments used to determine stress have been mostly quantitative in nature and have been of questionable validity. One finding Carr stated was consistent among the research as a major contributor of school administrator stress was work overload.

Carr (1994) conducted a study using the Clinical Analysis Questionnaire (CAQ) with 100 principals at various levels in South Australia. The CAQ is valid and highly regarded among psychologists, according to Carr. It measures personality traits and uses clinical scales to determine anxiety and depression. Study participants identified by the

CAQ as experiencing stress were asked about dreams in the past two weeks or, if they couldn't remember, what things they believed were causing them stress. Carr identified the sources of stress using dream analysis for 71% of participants. The other 29% used conscious identification of stress factors. Both groups identified the same sources of stress of which 81% were work related. The two major sources of stress for study participants were found to be lack of support from supervisors and heavy work expectations of his/her employer.

The stress experienced by school administrators is not without personal cost (Duke, 1988; Whitaker, 1996). In exploring causes of administrator stress and burnout, Whitaker interviewed principals considering leaving the principalship and found heart problems, insomnia, and failed marriages as a result of negative school issues carrying over into home life. Lack of time for family and personal matters, particularly for two career families in which responsibilities at home must be shared contributed to the negative effect on a school administrator's home life (NESDEC, 1988). Respondents in NESDEC's study testified that the position's responsibilities had no boundaries which resulted in administrators feeling buried.

Brimm (1983) stated that administrators will not be able to eliminate stress. He called upon school administrators to first admit the existence of the stress. Administrators will have to attempt to manage stress they face daily. Brimm stated that school administrators should, "actively seek to cope as (or before) stress occurs," (p. 69). Brimm did not state how administrators should do either of those things.

According to Barker (1996), districts need to advocate for principals as human beings and work with local constituents to alter long held beliefs about the role of the

principal that included being available and on call at all times. If expectations were more reasonable, more educators would pursue the principalship. Barker also found turnover among individuals currently employed as principals was greater than in other administrative groups. Retaining quality people currently involved in educational administration is also necessary in addressing principal supply and/or shortages.

Administrator Salaries

Insufficient salaries and lack of benefits have also been a barrier to educators' pursuit of school administration (Anderson, 1988; Jordan, McCauley, & Comeaux, 1994; McAdams, 1998). In a survey of practicing school administrators in New England (Connecticut, Maine, and Massachusetts), respondents stated that the pay was too low for the job responsibilities (New England School Development Council [NESDEC], 1988). School administrator salaries were also perceived low when compared to the responsibilities of administrators in other fields.

According to a 1998 Educational Research Service (ERS) report, salaries paid to administrators have remained basically static compared to average annual salaries paid to teachers. Differences between school administrator and teacher salaries are narrow when you consider the school administrator's longer work year, level of education, and experience. 35% of principals had degrees beyond the master's degree. For the 1997-1998 school year, the average teacher's salary was \$40,133 while the average elementary principal's salary was \$64,653. Teachers worked 187 days and earned \$215 per day compared to 240 days worked by elementary principals who earned \$269 per day. Elementary principal salaries have consistently remained 136-160% of the highest paid

teacher. For instance, if the highest paid teacher earns \$45,000, the principal would earn from \$61,200-\$72,000 per year.

Financial incentives in pursuing an administrative position have also waned due to dual income families (McAdams, 1998). A person's first job increases his/her income by \$10,000 which is about \$6,000 after taxes. Many teachers coach or have supplemental income that adds at least \$10,000 to their income that does not add the time commitments as does school administration.

In a survey of 300 superintendent and central office personnel across the United States, administrators were asked their perception of the problem of why it is difficult to find high quality candidates to fill principal vacancies (National Association of Elementary School Principals Online, 1998). According to survey results, "the compensation is considered inadequate when compared to the responsibilities of the position, stress of the job, and long hours required" (p. 5).

Another study in southwestern Louisiana was conducted in which 195 elementary and secondary principals along with 215 teachers endorsed to be principals were surveyed about their perceptions of barriers to the principalship (Jordan, 1994). Thirty-three percent of survey respondents perceived insufficient salary as a barrier to any endorsed individual's (or their own) pursuit of the principalship.

In addition to low administrative salaries and lack of financial incentives in school administration, teaching has become a more attractive career in the last few years (Anderson, 1988). Salaries are improving as teachers are gaining more control and responsibility for student learning. With a perceived small gap between the salaries of teachers with experience and the salaries of beginning administrators (School

chosen not to pursue the principalship. When comparing the role of teacher and principal or school administrator, many educators stated they were currently satisfied with being a teacher and enjoyed the student contact lacking in administration (Barker, 1996).

According to Anderson (1988), teachers looked at the pros and cons of administration and stated the list of cons outweighed the pros.

In June 1996, individuals including school administrators, school board members, parents, classroom teachers, college professors, search consultants, and representatives from the business community met to discuss reasons why individuals are choosing not to pursue the principalship in Iowa (School Administrators of Iowa, 1997). In a report to the School Administrators of Iowa Executive Committee, financial barriers to school administration listed included insufficient salaries and fringe benefits (especially the difference between the salaries of classroom teachers and beginning administrators) and lack of compensation for Phase III responsibilities. Unless salaries and benefits are improved, this report suggested Iowa will have difficulty in attracting individuals to become school administrators as well as keeping those currently serving as school administrators.

University Preparation Programs

Another reason educators don't pursue the job of principal or school administrator is the lack of preparation they believe they have received from their university principal preparation program (Barker, 1996). Often the preparation programs are irrelevant and inadequate for the demands of the job (NESDEC, 1988). National groups such as the National Commission on Excellence in Educational Administration and the National

Policy Board for Educational Administration have stated that changes need to be made in university principal preparation programs to develop high quality candidates. According to Muse and Thomas (1991, as cited in ERS, 1998, p. 6), "Regardless of the year appointed, [principals] have been trained and certified as administrators through programs largely irrelevant to and grossly inadequate for the work responsibilities found in the school principalship.... A solution to the superintendents' problems of principal selection must focus upon reorganization and redirection of university administrator preparation programs."

The following opinion was provided to the Kentucky General Assembly in 1985 from the Educational Improvement Program as rationale for efforts to recruit qualified candidates for the principalship (as cited in Cline & Richardson, 1988, p. 5), "Principals, while serving as instructional leaders, must also fill the toughest management post in public education. The changing nature of the position demands that greater attention needs to be given to the preparation programs which train school administrators...."

Universities face a quandary of whether to focus on theory (traditional strength of higher education) or on practical knowledge and skills (Johnson, 1992). Principals must deal with a plethora of different expectations while concurrently administering, supervising instruction, being accessible, delegating, accepting responsibility, etc. A wide variety of personal and professional attributes seem essential to administering successfully. The result is that principals feel the need for professional preparation that will assist them in performing their ambiguous and burdensome role.

According to Johnson (1992), it is the major responsibility of universities to develop the type of educational leadership program that encompasses the type of

theoretical and practical preparation needed to meet new and changing responsibilities. Principals are critical to a school's success. They are being asked to accept new responsibilities and their role is expanding. This challenges universities to reevaluate their principal preparation programs.

The University of New South Wales offers a different type of program that emphasizes practical knowledge and skills as well as approaches to school management. Skills are developed using case studies, simulations and role plays (Johnson, 1992). Assignments are based on students' own school responsibilities thus allowing them to immediately apply skills and knowledge to their own schools. Instruction is conducted with small cohort groups which lends itself to collegiality and sharing of ideas.

The University of New South Wales requires 90 hours of instruction completed during school vacations which earns students a Certificate of School Management (Johnson, 1992). Once finished, students have experience and skills in developing, implementing and the reporting of school renewal plans. They have learned about school-based staff development, selection of school staff, school finance, and working with community groups. The program also provides students with networking opportunities.

In addition to the financial benefits, the university gains by establishing a reputation for providing relevant and applicable professional development opportunities (Johnson, 1994). Universities also gain from this type of approach because it opens avenues for future research.

In his review of components of an experiential principal preparation program and a traditional principal preparation program, it is Blankenship's (1989) opinion that

principal candidates should have the opportunity to apply theory and ideas from the textbook to real life situations and then learn from the outcomes. Results of problem-solving sessions with Washington administrators resulted in the recommendation that school districts and universities need to work together to provide a program that reflects real life, hands-on learning combined with educational theory (Barker, 1996).

In a report to the School Administrators of Iowa Executive Committee, the possibility exists that present day principal preparation programs do not keep pace with present day demands (SAI, 1997). Efforts are underway by the Iowa Department of Education's School Leadership Initiative to collect information from across the state on how to develop high quality school leadership (Iowa Department of Education, 1999). This group is working on alleviating the shortage and improving school leadership. Their focus is to reach consensus on what school leaders need to know, be able to do, and be like in order to be an effective leader. Also, they want to develop a new way for potential administrators to receive the training they need to acquire those skills.

Professional Isolation and Mentoring

Joining the ranks of education administration involves the process of socialization (Miklos, 1988). "Becoming an administrator involves the more subtle processes of being socialized into thinking and behaving in particular ways in an organizational context. Socialization is a process that begins before recruitment and extends through various stages of formal preparation and employment" (p. 53). Without this socialization, school administrators can face professional isolation (Dussault & Barnett, 1996). It can be a lonely job, especially since there is distance between schools and districts. Pepin (1986)

found that only 0.07 % of a school administrator's daily communications are with other administrators and only 1.05 % are with supervisors such as the school superintendent. Minimal professional interactions such as this cause administrators to face professional isolation (New England School Development Council, 1988). School administrators need ways to share concerns, issues, and problems. In Iowa, lack of support and mentoring was cited in a report to the SAI Executive Committee as a barrier to endorsed individuals' pursuit of the principalship (School Administrators of Iowa, 1997).

Dussault and Barnett (1996) conducted a study utilizing an isolation scale to determine if the feelings of isolation would decrease if a principal participated in Peer Assisted Leadership (PAL) training sessions, a type of peer coaching. In PAL, pairs of administrators reflected on experiences, gave suggestions to one another and shadowed each other at work. Administrators of all levels of experience were paired together. Dussault & Barnett found that participation in the program significantly reduced professional isolation. Although communication networks did not increase due to participation in PAL, administrators' sense of loneliness and isolation was reduced.

In another study of peer coaching, Brady (1996) surveyed 242 principals in Australia about their participation in a program in which beginning principals were paired up with experienced principals. Mentors and protégés were paired up with administrators from their own districts. They mutually determined their own meeting agendas and discussed items such as financial management, supervision of staff, development of management plans and student performance indicators. The goal of the program was that each new principal would better understand his/her own style of leadership and that of another principal through observation and feedback. This type of peer coaching also

allowed for one on one professional development with a colleague in the same school district.

Brady (1996) found that this type of peer coaching experience affirmed for new principals that they were doing a good job and in a style similar to others. They were exposed to good modeling in methodology and practice. Protégés received a lot of positive feedback and an opportunity to reflect. They were encouraged to verbalize fears, doubts, concerns, issues, and plans in a safe, confidential environment. The new principals expressed feeling like they were not alone as they developed a network of principals.

In addition to administrative pairs and peer coaching within a school district, mentoring is also cited as beneficial for the new school administrator (Brady, 1996; Daresh, 1995; Dussault & Barnett, 1996; New England School Development Council, 1998; Miklos, 1988; School Administrators of Iowa, 1997; Zey, 1988). Mentoring can be defined as the development of a personal relationship with the goal of professional counsel and education which would provide a type of learning obtained from associating with an individual with administrative experience (Daresh, 1995). The mentor can initiate a principal candidate or first year principal with the protocol, customs, resources, and informal rules of the profession. Mentors guide, counsel, protect and can promote the development and career of the person being mentored (Zey, 1998). Mentoring allows the mentor an opportunity to teach the protégé about the values and culture of the organization. The existence of mentoring programs also communicates to new employees that they are valued.

The benefit of the mentor/protégé relationship is not limited to the protégé (Daresh, 1995). Mentors gain new ideas and the personal satisfaction of helping another person. It may also result in a long term relationship/friendship thus widening the mentors' support system and professional network. Mentoring provides the peer support for first year principals that is usually lacking (Daresh, 1995). Guidance or mentoring is standard to the professional development of the new employee in the private sector (as cited in Kram, 1985, and Zey, 1985). School administration has followed private sector management philosophy by recognizing the value of a manager guiding and offering support to a new employee.

In addition to schools and the private sector, mentoring as a part of professional development at the university level also has become more prevalent around the world, including the United States (Daresh, 1995, as cited in Caldwell & Carter, 1993). Mentoring encourages aspiring administrators to locate an experienced colleague with whom he/she can forge a friendly, supportive relationship and who will guide him/her on practical problems faced on the job. Twenty states now mandate some form of mentoring experience for all beginning school administrators. Mentoring is one solution to past criticisms of school administrator preparation programs that more of a "real life" focus is needed. Daresh (1988) stated administrative preparation programs should include a mentoring component, "...while there appears to be a widespread belief in the need to promote some type of mentoring for future and current school leaders, serious attention has not been paid to this issue by the scholarly community" (p. 8).

Geographic Limitations

Two income families have become the norm over the last 30 years (McAdams, 1998). The result is a family that is much less mobile than families with one male breadwinner which used to be the norm. The income of the spouse may be as much or more than the income of the educator. Even a significant increase in pay for the spouse who assumes a principalship may actually be a substantial financial setback to a family who would lose a second income with a geographic move. Another consideration is that the educator's spouse might like his/her job and have his/her own career goals that could not be met in another geographic location. The spouse's career interests can restrict where an individual would apply. In a study done in Connecticut, Maine, and Massachusetts, NESDEC (1988) found that some principals or endorsed individuals either could not afford to move or chose not to relocate. According to McAdams, the effect can be a smaller candidate pool comprised mostly of local people.

Lack of Recognition

Lack of recognition has been cited as a frustration for school administrators (Friesen & Sarros, 1987; Whitaker, 1996). According to Whitaker, principals stated they did not have a need for status, but felt a need for more recognition. On the contrary, Friesen and Sarros (1989) found that insufficient status and recognition were indeed predictors of burnout for school administrators.

Hiring Practices

Another barrier to the pursuit of the elementary principalship is that getting hired as a principal or school administrator sometimes has more to do with who a principal knows and how well she/he will fit in rather than his/her skills or academic background (Baron, 1990). As Baltzell and Dentler (1983, as is cited in Anderson, 1988, p. 7) stated from personal observations, "In most places, principal selection still operates on the buddy system. Without changes in the integrity and vitality of the selection process, the ablest educational leaders may never turn their faces towards the principalship." Dentler also added, "Patronage, favoritism, familiarity, or a candidate's ability to make a good first impression should not be allowed to edge out merit."

According to Iowa Department of Education (1998), there were approximately 704 people in the state of Iowa in 1998-1999 who were involved in some aspect of K-12 education but not employed as an elementary school principal or other school administrator. Of those approximately 704 people, 288 (42%) were men and 401 (58%) were women.

According to the School Administrators of Iowa Report (May 1999), there were 337 male principals and 2 male assistant principals equaling 58% of elementary principals in Iowa. Women held 242 principal positions and 5 assistant principal positions which equals 42% of elementary principals in Iowa.

Combining all people in Iowa with elementary principal endorsement, employed as a principal or not, reveals an inequality between men and women. Of the 648 women in Iowa certified to be an elementary principal, 247 (38%) had principal jobs. Of the 627 men in Iowa certified to be an elementary school principal, 339 (54%) had principal jobs.

Recruiting

As Goodlad (1983, as cited in NAESP Online, 1998, p.6) stated, "It is simply not established procedure in the educational system to identify and group cadres of the most promising prospects for top positions...there should be a continuous district-wide effort to identify employees with leadership potential." Districts must be willing to invest in employees who show leadership potential now to reap the benefits of individuals later. In a nationwide study of 300 school districts, only one fourth had any type of aspiring principals program to develop leaders within their school district (NAESP Online, 1998). Because of a lack of recruiting effort on the part of local school districts, potential school principals are mostly self-selected.

According to a report from the New England School Development Council (1988), recruitment efforts are necessary at both the state and local level. School districts need to use the same strategies as large corporations to recruit individuals for the highly demanding position of school administrator (McAdams, 1998). Jordan, McCauley, and Comeaux (1994) stated that recruitment must happen as early as high school. He suggests high schools, universities, teaching organizations and businesses should work together to recruit and retain the most intelligent and capable students into the teaching profession. Obtaining high quality individuals will only happen when administrative positions are made more attractive to potential administrators during recruitment (Jordan, McCauley, & Comeaux, 1994).

Winter and Dunaway (1997) studied the reactions to principal recruitment practices of teachers with an administrative endorsement. Little research has been done in this area as is described by Winter and Dunaway, "Given the demands placed on

principals, particularly in areas undergoing school reform...it is surprising how little empirical knowledge exists about applicant's reactions to principal recruitment practices" (p. 144). They found that recruitment materials should place more emphasis on the instructional leadership aspect of the principalship and less emphasis on the management part of the job at the elementary level (the opposite is true at the high school level). School reform initiatives require a greater focus on instructional leadership in the principalship. District level decisions are often delegated to principals. These changes in expectations for principals make recruiting the right individual and with a focus on instructional leadership even more imperative.

In Iowa, it is suggested that the failure of administrators to identify and recruit quality people into the profession has contributed to a shortage of qualified individuals willing to pursue school administration (School Administrators of Iowa, 1997). Professional organizations need to develop strategies to help local school districts in identifying and preparing members of their own teaching staff to become school administrators. Financial assistance programs to help cover the cost of professional preparation programs would also be helpful in recruiting efforts.

Negative Dealings with Students, Staff, and the Community/ Lack of Information About Positive Aspects of School Administration

Internal and external groups in decision-making requires that the principal be an instructional leader and facilitator of many different opinions. Negative dealings with the students, parents, staff, and Board of Education are also a deterrent according to Restine (1997) and Barker (1996). The lack of information about the positive aspects of

administration combined with the perception that there is little appreciation or recognition only compounds negative feelings about the role (SAI, 1997).

There are many different groups who place demands upon school administrators, all of whom believe their demand is most important (Moore, 1999). The increased demands from parents, teachers, students, and Education Departments will likely result in a less effective school administrator (Borg & Riding, 1993). The treatment of administrators by others may be significant in why endorsed individuals choose not to pursue administration (NESDEC, 1988).

Current School Administrators Leaving the Profession

The level of administrative influence has decreased while what an administrator is expected to accomplish has increased (NESDEC, 1988). Endorsed principals may pursue other jobs because, "there seems to be a general feeling that the rewards don't justify the aggravation.... Low pay, high aggravation, too much of the 'good old boy' network in operation," (p. 15). Given the stress, burn out, long hours, insufficient salary, numerous job responsibilities, perplexing daily problems, negative interactions with people, lack of support, lack of appreciation, and poor administrative preparation at the university level, it is not surprising that persons currently serving as educational administrators are leaving the principalship and the public school system (Jordan, 1994; McCormick, 1987; New England School Development Council, 1988; Pawlas, 1989).

A Brief Summary of Solutions Suggested by Research

Changes must be made to principal preparation programs to better prepare principals for the realities of school administration (Whitaker, 1996). Strong philosophical foundation and belief systems must serve as basis for decision-making. Recognition of personality traits that might not mesh with the demands of the principalship, collaborative decision-making, working with diverse groups of people and dealing with potentially hostile situations must also be addressed. Adjunct principals and superintendents currently in the field should be utilized as instructors in administrator preparation programs (NESDEC, 1988). Professional growth should not cease with the completion of a principal preparation program, but rather continue while serving in the principalship (Whitaker, 1996).

Principal vacancies must be well publicized (Educational Research Service, 1998). Recruiting of new principals should be done on the state and local level (NESDEC, 1988). This effort should start with inservices for teachers on administration as a career.

The job of the principal should also be restructured with more emphasis on curriculum and instruction (Moore, 1999). Budget, legal issues and district level responsibilities should be deemphasized. The work week and year should be reduced with a generous vacation policy, particularly in absence of great pay (Educational Research Service, 1998; Moore, 1999). Models of appropriate administrative staffing should be developed based on programs offered and responsibilities in the school district (NESDEC, 1988)

Central office staff and school board members must support and recognize principal's efforts and achievements (Duke, 1988; Whitaker 1996). Principals must be given autonomy in decision-making. In a time of diminishing resources and educational criticism, we must recognize the vital role the principal plays in educating children (Whitaker, 1996). Secretarial assistance might be added for the principal's exclusive use (Moore, 1999). School board members could be required to be trained about adjusting the roles of principals and their appropriate roles as school board members (NESDEC, 1988).

Principals need informal and formal support systems to brainstorm and problem solve (Whitaker, 1996; Moore, 1999; NESDEC, 1988). Support systems allow principals to better handle conflict and the ever increasing demands of their positions. Mentoring is needed for both beginning and experienced principals.

Principal salaries must commensurate with responsibilities (Educational Research Service, 1998; Whitaker, 1996; Moore, 1999). A state and regional data base on compensation for superintendents and principals (NESDEC, 1988) should be developed. Varied and creative compensation packages should be encouraged that could include extended vacation/sick leave, paid sabbaticals, professional development activities, conferences or course tuition.

All of these suggestions must be considered as solutions to attracting high quality candidates to the principalship. In addition to expanding the elementary principal candidate pool, these efforts may also help in retaining those currently serving as principals or school administrators.

Chapter 3

METHODOLOGY

This study surveyed the endorsed elementary school administrators in Iowa who were involved in some aspect of K-12 education in 1998-1999, but who were not elementary principals or in school administration. The study describes perceived barriers to the pursuit of a principalship, perceptions of the principalship, factors that motivated each to pursue principal licensure, and factors that would alleviate a principal shortage. This study was designed as descriptive research as its intent was primarily policy in nature and analyses were dictated by the needs of the policy community. The views portrayed a total population at a single point in time.

Survey Procedure

The researcher mailed a survey questionnaire to 704 individuals, the total population in Iowa with the elementary administrative endorsement, who met the researcher's criteria. Individuals who currently held elementary administrative certification in Iowa and were involved in some aspect of K-12 education but not serving as an elementary principal or school administrator were selected for this study. The list of potential participants was supplied by the Iowa Department of Education. From the list provided, the researcher omitted all assistant principals and assistant superintendents included on the list since those individuals were serving as school administrators in Iowa although not as elementary principals.

Study participants were mailed a letter of transmittal (see Appendix A) signed by the researcher and the Associate Executive Director of School Administrators of Iowa

(SAI). The purpose for the involvement of SAI was their interest in the study's data and the researcher's desire for a larger number of survey respondents which could result due to SAI's involvement. Enclosed with the survey, participants received an envelope that was stamped and addressed to SAI. The fax number for SAI was also listed at the bottom of the survey for participant convenience.

As suggested by Borg and Gall (1989), the letter of transmittal or cover letter contained reasons for submitting the survey, assurance of response confidentiality, the study's significance, and affiliation with a professional organization. Respondents were asked to reply within 10 days of the survey mailing date to provide enough time to fill out and return the survey without being rushed, yet not so much time that it might be set aside and forgotten.

Content of the Survey

The researcher used a two page survey containing 18 items as the instrument of data collection. The instrument was designed to reflect the reasons why professionals in the state of Iowa were endorsed to be elementary principals and involved in some aspect of K-12 education but not serving as an elementary principal or school administrator and to answer the study's major research questions. The survey consisted of the following parts:

1. Demographic data of the respondents (gender).
2. Intent of pursuing the elementary principalship. This section asked respondents if they had applied for an elementary principalship, if they were currently or will pursue the principalship, if they have ever served as a

principal, if they have been offered a principalship, or were currently a principal.

3. Current employed position. This section asked respondents to check which item reflected their current position.
4. Barriers for those who held the proper license but were not serving as an elementary principal. This section asked respondents to rate each item from No Significance (1) to Major Significance (5) for each item.
5. Factors that would specifically entice the respondent to pursue a position as elementary principal or school administrator. Respondents were given the opportunity to write down anything that was not addressed previously in the survey.
6. Perception of the elementary principalship. This section asked respondents to rate each item from No significance (1) to Major Significance (5) for each item.
7. Motivation to attain elementary principal certification. This section asked respondents to rate each item from No Significance (1) to Major significance (5) for each item.

Items on the survey were exhaustive in that each included all possible answerable responses. Each item was mutually exclusive in that no participant could check more than one response or give more than one rating to any item. Both open and closed forms were used in the survey.

A pilot study was conducted in September, 1999. A survey was sent out to 20 individuals from the list of potential participants (see Appendix B). Four participants

were chosen because the researcher knew him/her personally and felt that might influence his/her answers but who might also give special attention and would critique the instrument. The other 16 were randomly chosen from the list provided by the Iowa Department of Education. The researcher divided the total population by 16 and counted off by that number. The purpose of the pilot was to determine the survey's validity. Feedback concerning the survey's clarity and ease of use were also requested from respondents. Respondents' feedback from the pilot study indicated the survey needed some revision.

Changes made to the survey included adding the choice, "I have been offered at least one elementary principalship, but did not accept" and "I am currently in a principalship." For ease of use, all sections that asked respondents to rate items from 1 to 5 were placed sequentially. Also added to those items was an underline to the words "each item." See Appendix C for modified survey.

In addition to the names of the entire population in Iowa of individuals with the elementary administrative endorsement, the Iowa Department of Education also provided labels with the names and addresses of each individual. Labels were attached to envelopes along with the return address label with name and address of SAI. After stamps were attached, return envelopes were prepared. Return envelopes were addressed to SAI and postage was provided. The cover letter, survey questionnaire, and return envelope were folded and placed in the envelope addressed to potential study participants. The researcher then counted the number of males and females from the list of individuals that were sent surveys. These data were used for figuring return percentages for men and women and overall respondents.

The survey was mailed to 704 individuals which was the entire population of individuals endorsed to be elementary principals, but not serving in that capacity. According to Borg and Gall (1989, p. 233), the largest size sample as possible should be used... the more likely is its mean and standard deviation to be representative of the population mean and standard deviation...."

Because the nature of what was being asked of participants was not threatening or of a personal nature, the researcher and her chair felt that anonymity was not necessary to get accurate responses. Therefore, each survey was numbered so that follow up reminders could be sent, if necessary (001-704). To increase the number of returned responses the researcher provided notification of sponsorship (SAI), cover letter stating need and purpose of study, limited page questionnaire, and stamped return postage. The goal of the researcher and her chair was a 50% response. The actual response from individuals sent surveys was 62% therefore, reminders were not sent to those who did not return the survey.

Data Analysis

Given the purpose of this study, the researcher utilized descriptive statistics to describe the basic features of the data. Descriptions of the sample and measures combined with simple graphic analysis are provided. Survey data drove the analysis. Each participant response was a unit of analysis. Conclusions were based on data derived from the entire population of individuals endorsed to practice in Iowa as an elementary principal and involved in some aspect of K-12 education, but not as an elementary school principal or school administrator.

Attempts were made to establish conclusion validity which is defined as the degree to which conclusions we reach about relationships in our data are reasonable. To improve construct validity, the researcher used the largest sample possible which is all individuals licensed to be an elementary school principal who are currently involved in some aspect of K-12 education, but not the principalship. Reliability was improved using feedback from the pilot survey resulting in an improved survey instrument.

Statistical Analysis

Data from survey returns were prepared by logging the data and checking for accuracy (see Appendix D). In section one of the survey, the number and percentage of male and female respondents were figured. In section two of the survey, the number of responses for each of the seven choices and the percentage of the total responses were calculated. In section three of the survey, the total number of responses for each of the six choices and a percentage were totaled.

For survey items 1-12, each item represents a barrier described in literature as a negative influence on endorsed individual's pursuit of the principalship. A total number of responses for each numerical rating 1-5 was totaled and weighted for each group resulting from participant response in section two of the survey.

For example, in Barrier 1, Group 1 male respondents, 26 respondents gave "Insufficient salary..." a "1" rating, 10 respondents gave it a "2" rating, 18 respondents gave it a "3" rating, 19 respondents gave it a "4" rating and 6 respondents gave it a "5" rating. The number of respondents was then multiplied by the rating. Twenty-six respondents gave Barrier 1 a "1" which equals 26. Five respondents gave it a rating "2"

of which equals 10. Eighteen respondents gave the same barrier a rating of “3” which equals 54. Nineteen respondents gave a rating of “4” which equals 76. Six respondents gave a rating of “5” which equals 30. Adding all 5 scores which equals 196 and dividing by the number of male respondents in Group 1 (69) results in a mean score of 2.64. A mean score was calculated the same way for the responses of men, women, and men and women combined for each group. The same was done for each barrier, items 1-12 on the survey.

For item 13 on the survey, respondents were given the chance to respond in writing to anything not already covered in the survey concerning reasons why they were not serving as elementary principals. Data were transcribed then organized by theme and group (see Appendix F for complete list of responses). There were ten themes named by the researcher from participant response to item 13. For example, under the theme “Lack of Financial Incentive,” Group 1 responses were listed, then Group 2.

For item 14 on the survey, the ratings were multiplied by the number of respondents in each of the six groups to establish a mean score for each group including groups 1-5 combined and for each item A-E. The written responses to “F. Others” were recorded by group and by rating (see Appendix G for complete list).

For item 15 on the survey, the ratings were multiplied by the number of respondents in each of the six groups and a mean score was calculated. This was done for each group, groups 1-5 combined and for each item A-G. For “H. Other,” written responses were recorded by group and rating (see Appendix H for complete list).

For the first three sections of the survey, the number of responses and a percentage of total respondents were used for reporting purposes and to categorize

respondents, but were used not in the data analysis. For items 8 and 11, data was collected. However, since there is nothing that can be done to alleviate those barriers, information was noted, but not a part of any policy recommendation(s). Original surveys will be kept (5 years) to check for accuracy during data analysis and to be able to trace any results back to the original form from which it was collected.

Four hundred twenty-four surveys were returned within two weeks of the requested return date of January 11, 2000. Surveys were sorted by participant response in section two which resulted in six groups: I have applied for an elementary principal position, but have never been offered or accepted one; I have never applied for an elementary principal position; I have never applied for an elementary principal position, but am currently or will be seeking an elementary principal position; I have been an elementary principal, but I am currently in another position; I have been offered at least one elementary principalship, but did not accept; I am currently a principal.

Each group was then divided up into male and female groups which were indicated by participants in section one of the survey. Participant responses were then tallied by male, female and total responses to sections two and three on the survey. Percentages were figured for sections one, two, and three with additional information reported for the "other" category in section three.

For items 1 through 12, a tally sheet was used to calculate responses by each group, 1-6, as determined by participant response in section two of the survey (see Appendix D). A mean score for male response, female response, and total response was calculated for each group and for each item. Mean scores were then put in table form by group and barrier (See Table 1). Groups were labeled by their number and respondents.

For example male response for group one are listed as G1M, female response for group one is listed as G1F and total responses for all participants in group one is listed as G1T. Barriers are listed by their corresponding item number on the survey. For example item one, Insufficient salary/fringe benefits, is listed as B1.

Written responses for item 13 were recorded and clustered by general themes by groups 1 through 6. A representative sample of responses to item 13 is included as relevant to the discussion of items 1 through 12. A complete list of all responses is provided in Appendix D.

A mean score was calculated for the responses of each group to items 14 and 15. The total mean score was figured using the responses of all groups except group 6. Responses written by respondents to letter F in item 14 and H in item 15 were provided as well as the numerical rating given.

The mean score was used as an estimate of central tendency for items 1 through 12, 14 and 15. For items 14 and 15, a frequency distribution bar chart was used to compare each exemplar (A-F & A-G) listed below the item number. Data was provided from all respondents and then disaggregated to compare mean responses of men and women. Data from item 13 was infused into the findings and conclusions chapters of the research study.

The researcher also sought to compare items. The means were used to determine correlation or degree of relationship between items the researcher wants to compare. The researcher looked for barriers (survey items 1-12) with a mean score difference of 0.30 or higher. The data from respondents who marked they were currently serving as elementary principals was supplied to SAI as information to be noted, but was not included in the

data analysis. A t test was conducted using Excel to determine statistical significance between the mean scores of men and women for Barriers 1-12.

Limitations of the Study

The study had the following limitations:

1. The data represented the perceptions of respondents at the time of data collection.
2. The generalizability was limited to the elementary principal license holders in the state of Iowa.
3. The validity of the data was limited to the respondents' interpretation of survey questions and their willingness to respond honestly.

Chapter 4

FINDINGS

Total Respondents

Seven hundred four surveys were sent to individuals in Iowa who were endorsed to be elementary school principals, serving in some capacity in a K-12 school district, but not as an elementary principal or school administrator. Thirteen surveys were returned incomplete. Ten surveys were sent to people who had moved or were no longer working at the address provided by the Iowa Department of Education for the 1998-1999 school year. Four hundred twenty-four surveys of six hundred ninety-four surveys were completed and returned (62%). One hundred seventy-eight (42%) returned were from males. Two hundred forty-six (58%) were from females.

Section Two of the Survey

In section 2 of the survey, respondents were asked to choose which of the following groups best described them:

Group 1: I have applied for an elementary principal position, but have never been offered or accepted one.

Group 2: I have never applied for an elementary principal position.

Group 3: I have never applied for an elementary principal position, but am currently or will be seeking an elementary principal position.

Group 4: I have been an elementary principal, but I am currently in another position.

Group 5: I have been offered at least one elementary principalship, but did not accept

Group 6: I am currently a principal (This groups' data will be noted, but not part of the study's findings).

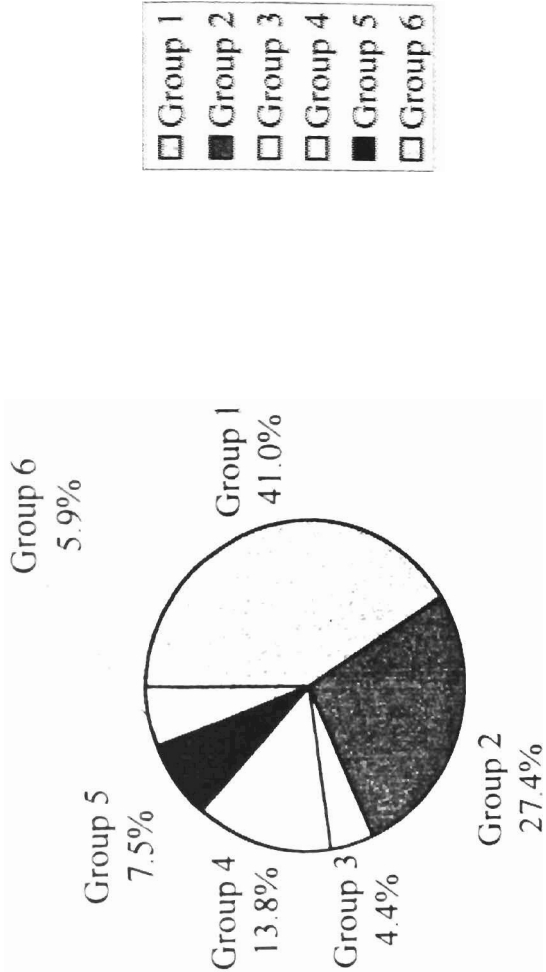
Males and females were disaggregated from Groups 1-6. Table 1 and Figure 1 depict the number of men and women in each group and the percentage of total respondents. The greatest number of respondents were those individuals who had applied for at least one elementary principal position, but were not offered the position. The next largest group were those individuals who had never applied for an elementary principal position.

Table 1

Number of Men and Women in Each Group

	Male	Female	Total	Percentage
Group 1	69	106	175	41.0%
Group 2	46	71	117	27.4%
Group 3	8	11	19	4.4%
Group 4	29	30	59	13.8%
Group 5	20	12	32	7.5%
Group 6	6	19	25	5.9%

Survey Section 2 - Intent Toward Elementary Principals



- Group 1 = I have applied for an elementary principal position, but have never been offered or accepted one.
- Group 2 = I have never applied for an elementary principal position.
- Group 3 = I have never applied for an elementary principal position, but am currently or will be seeking an elementary principal position.
- Group 4 = I have been an elementary principal, but I am currently in another position.
- Group 5 = I have been offered at least one elementary principalship, but did not accept.
- Group 6 = I am currently a principal.

Figure 1. Intent Toward Elementary Principals

Section Three of the Survey

Section 3 of the survey asked respondents to check their current position or employer (See Table 2 and Figure 2). The greatest number of respondents, 67%, were teachers. Another 10.5% were employed by an Area Education Agency. Thirteen and eight tenths percent of respondents checked “other” and stated their position (see Appendix D for complete list).

Table 2

Current Position/Employer

	Male	Female	Total	Percentage
A. Teacher	135	151	286	67%
B. Higher Education	1	0	1	0.2%
C. Curriculum	2	11	13	3%
D. Area Education Agency	12	33	45	10.5%
E. Department of Education	0	0	0	0%
F. Other	22	37	59	13.8%
Currently a principal	6	17	23	5.4%

Survey Section 3: Current Position Employer

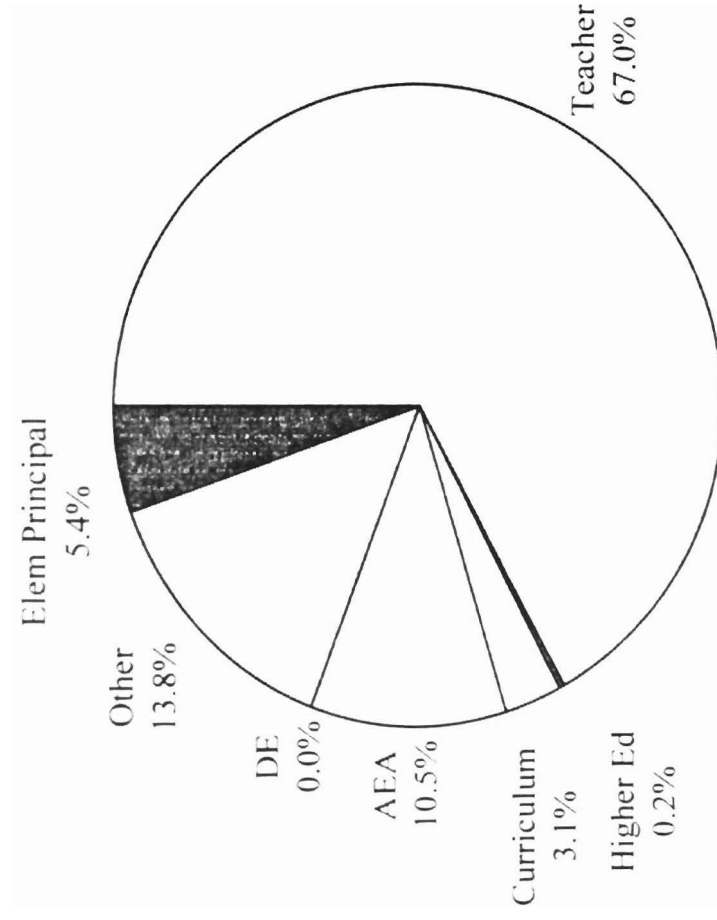


Figure 2: Current Position / Employer

All Groups, All Barriers

Weighted mean scores for all groups and all barriers are presented with discussion of high and low scores. Data for all groups and all barriers is included in Table 3.

Table 3

Perceived Barriers to Seeking or Securing a Position as an Elementary School Principal

Groups: G1M= Group 1 Males, G1F=Group 1 Females, G1T=Group 1 Total, etc.

Barriers	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
Groups												
G1M	2.64	2.74	1.42	2.38	2.64	2.03	3.36	3.72	2.22	2.29	3.65	2.54
G1F	2.27	2.54	1.41	2.51	2.15	1.84	3.85	3.61	2.39	1.87	3.25	2.74
G1T	2.42	2.62	1.41	2.46	2.34	1.91	3.66	3.66	2.32	2.03	3.41	2.66
G2M	2.76	3.48	1.48	3.17	2.43	2.17	2.52	3.07	2.04	2.76	4.39	2.09
G2F	2.42	3.31	1.51	3.18	1.97	1.97	2.76	3.11	2.49	2.48	4.04	2.38
G2T	2.55	3.38	1.50	3.18	2.15	2.05	2.67	3.09	2.32	2.59	4.18	2.26
G3M	2.50	1.88	1.50	2.00	2.25	2.38	2.75	3.75	1.75	1.88	4.13	2.25
G3F	1.91	2.91	1.45	2.91	1.82	1.91	3.73	3.82	2.36	2.09	3.82	1.64
G3T	2.16	2.47	1.47	2.68	2.00	2.11	3.32	3.79	2.11	2.00	3.95	1.89
G4M	2.26	3.30	1.52	2.81	2.52	1.93	2.41	2.59	2.26	2.70	3.89	2.30
G4F	2.27	2.73	1.60	2.87	2.20	1.73	2.37	2.60	2.00	2.57	3.43	1.83
G4T	2.26	3.00	1.56	2.84	2.35	1.82	2.39	2.60	2.12	2.63	3.65	2.05
G5M	2.90	3.05	1.55	3.00	2.30	2.05	3.15	3.50	1.75	2.55	4.20	2.20
G5F	2.50	2.50	1.58	2.50	1.75	1.67	2.92	2.25	1.50	2.17	4.00	1.92
G5T	2.75	2.84	1.56	2.81	2.09	1.91	3.06	3.03	1.66	2.41	4.13	2.09
G6M	2.60	2.00	1.40	2.00	2.80	2.00	2.40	2.20	2.00	1.80	3.20	2.20
G6F	2.50	2.71	1.29	2.71	2.00	1.43	2.29	3.36	1.71	1.71	3.43	1.70
G6T	2.53	2.53	1.32	2.53	2.21	1.37	2.32	3.05	1.79	1.74	3.37	1.84
All M	2.64	3.02	1.47	2.74	2.51	2.07	2.93	3.34	2.10	2.49	3.98	2.32
All F	2.31	2.82	1.47	2.78	2.07	1.86	3.27	3.27	2.32	2.17	3.59	2.41
All M&F	2.46	2.91	1.47	2.76	2.25	1.95	3.12	3.30	2.23	2.31	3.75	2.38

The data from group 6 will be noted, but not a part of the data analysis since those individuals are currently serving as principals and not the focus of this study. The reason

those individuals received surveys was because their names appeared on the list from the Iowa Department of Education of people endorsed to be elementary principals in 1998-1999, but not serving in an administrative capacity. However, some of those people on the list did attain a principalship for 1999-2000 school year but nevertheless remained on the 1998-1999 list. Their responses resulted in data from Group 6.

Considering the weighted mean scores for all responses combined for Groups 1-5 for each barrier (see Table 2), the lowest rated barrier was Barrier 3, "Poor administrative preparation at the university level" which yielded a mean score of 1.47. Next lowest was Barrier 6, "Lack of information about the positive aspects of administration" with a mean score of 1.95. These low mean scores indicated that these two barriers were rated between having no practical significance to below average significance in an individuals' pursuit of the principalship.

The barrier given the highest rating was Barrier 11, "Satisfaction with current job," with a mean score of 3.75. The second highest rated was Barrier 8, "Geographic limitations as to where you can apply for a position or are not willing to relocate," with a mean score of 3.30. The next highest rated was Barrier 7, "Who you know is more important than an individual's merit in getting hired," which resulted in a mean score of 3.12. Mean scores for the other barriers for Groups 1-5 combined clumped together ranging from 2.23-2.76. Those barriers were seen by respondents as having less significance to an individual's pursuit of the principalship.

Mean scores were then disaggregated by group. Groups 3 and 5, though a part of the average, are not discussed because of the very small numbers of respondents in those

groups. Group 6 is not discussed because those individuals are currently serving as principals and not the focus of this study.

Group 1

Group 1, the group of people who had pursued the principalship, but had never been offered a position, rated Barrier 3 concerning university preparation the lowest with a mean score of 1.41. The next lowest mean score was 1.91 for Barrier 6, "Lack of information about the positive aspects of administration." The highest ratings differed from the highest ratings of all five groups combined. Group 1 rated both Barrier 8, "Geographic limitations as to where you can apply for a position or not willing to relocate" and Barrier 7, "Who you know is more important than an individual's merit in getting hired," between average significance to above average significance in their decisions to pursue the principalship with the same mean score of 3.66. The next highest rating was given to Barrier 11, "Satisfaction with current job," with a mean score of 3.41. Mean scores for other barriers ranged from 2.03-2.66, meaning those barriers were between a little below average to a little above average practical significance to determining whether those individuals' would or would not pursue the principalship.

Group 2

Group 2, those individuals who have never applied for a principal position, rated Barrier 11, "Satisfaction with current job," the highest with a mean score of 4.18. This indicated respondents viewed their satisfaction with current job as being between above average significance to major significance to their pursuit of the elementary

principalship. This mean score was the highest score given by both men and women for any barrier and by any group.

Three other barriers were rated between average to above average significance. Barrier 2, "The job itself: increased expectations, responsibilities of the principal's role," yielded a mean score of 3.38. Barrier 4, "Time, balancing work and home," had a mean score of 3.18. Barrier 8, "Geographic limitations as to where you can apply for a position or are not willing to relocate," resulted in a mean score of 3.09.

Barrier 3, "Poor administrative preparation at the university level," had the lowest mean score of 1.50 indicating ratings between no or below average significance to respondents. The mean scores of all other barriers were rated by Group 2 between below average and average significance ranging from 2.05-2.67.

Group 4

Group 4, those individuals who had served as an elementary principal, but chose to leave the profession rated Barrier 11, "Satisfaction with current job," the highest with a mean score of 3.65. Barrier 2, "The job itself: increased expectations, responsibilities of the principal's role," resulted in a mean score of 3.00. Both barriers were rated, by individuals who had principal experience, between average to above average in barriers to their returning to the principalship.

Barrier 3, "Poor administrative preparation at the university level," had a mean score of 1.56 and Barrier 6, "Lack of information about the positive aspects of administration," had a mean score of 1.82 which were the lowest rated barriers for respondents in Group 4. These barriers were rated from no significance to below average

in significance as a barrier to respondent's pursuit of the elementary principalship. All other barriers resulted in mean scores between 2.05 and 2.84 giving them a below average to average significance rating.

Groups 1-5 Combined, Disaggregation by Gender

Mean scores for each barrier for Groups 1, 2, and 4 were then disaggregated by gender. Mean scores that resulted in a difference of 0.30 between ratings given to barriers by men and women in groups 1, 2, and 4 are noted for discussion. Groups 3 and 5 are not discussed because of the very small numbers of respondents in those groups. Data from Group 6 is not discussed because those individuals are currently serving as principals and not the focus of this study

There were five barriers in which the differences between the mean scores of all men in Groups 1-5 and the mean scores of all women in Groups 1-5 were 0.30 or greater. There was only one barrier of the five in which women rated the barrier as being a greater impediment than men to their pursuit of the elementary principalship. For Barrier 7, "Who you know is more important than an individual's merit in getting hired," was rated as 3.27 for women and 2.93 for men for a difference of 0.34. Equity in hiring was rated as below average to average significance as barrier for men, but rated as an average to above average in significance by women.

Barriers 1, 5, 10 and 11 were all rated more influential barriers to the male respondents' than female respondents' pursuit of the elementary principalship. In Barrier 1, insufficient salary/fringe benefits, was rated 2.64 by males and 2.31 by females for a

difference of 0.33. Both men and women rated Barrier 1 below average to average in significance.

For Barrier 5, "Lack of appreciation/recognition," the largest difference was found between all males and all females in Groups 1-5 combined. Males rated this as a more significant barrier with a mean score of 2.51. Women rated this barrier 2.07 for a mean score difference of 0.44. Both men and women rated this barrier as below average to average as a barrier to the principalship.

For Barrier 10, "Negative dealings with parents, students, staff, Board," the difference between the mean scores of men and women was 0.32. The mean score for men was 2.49 while the mean score for women was 2.17, falling between below average and average in significance as barrier to the principalship for both men and women.

Barrier 11, "Satisfaction with current job," was the highest rated barrier for all men combined in Groups 1-5 and for all women combined in Groups 1-5. The mean score for all men in Groups 1-5 was 3.98. The mean score for all women in Groups 1-5 was 3.59 for a difference of 0.39. Both groups rated Barrier 11 as being average to above average as a barrier to the principalship.

Barrier 7, "Who you know is more important than an individual's merit in getting hired," was the only difference among Groups 1-5 combined in which women rated the barrier as more significant than men. Women had a mean score of 3.27 while men had a mean score of 2.93 for a difference of 0.34. Women rated this barrier as average to above average in significance while men rated it average to below to average in significance to their pursuit of the principalship.

Group 1, Disaggregation by Gender

In Group 1, those individuals who have applied for a principalship but were never offered a position, the biggest differences among responses of men and women were in recognition and equity in hiring. The mean score for men in Barrier 5, "Lack of appreciation and recognition," was 2.64 whereas women rated this barrier 2.15 for a difference of 0.49. This shows that appreciation and recognition is more of a concern for men than women. The opposite was true of Barrier 7, "Who you know is more important than an individual's merit in getting hired," although the same mean score difference of 0.49 was found. Women perceived much more inequity in hiring with a mean score of 3.85 for Barrier 7 than the mean score of 3.36 from men. This perception was also revealed in written data derived from survey item 13 presented later.

There were three other barriers with a mean score difference of greater than 0.30 all of which were of greater concern to men than women. Men rated Barrier 10, "Negative dealings with parents, students, staff, Board," as 2.29, but women rated only 1.87 for a difference of 0.42. For Barrier 11, "Satisfaction with current job," men rated this barrier as 3.65 which was 0.40 higher than the women's mean score of 3.25. The other difference of men and women greater than 0.30 was for Barrier 1, "Insufficient salary/fringe benefits." Men again rated this as a greater barrier than women with a mean score of 2.64. Women rated Barrier 1 at 2.27 with a mean score difference of 0.37.

Group 2, Disaggregation by Gender

For individuals in Group 2, those who have never applied for a principal position, there were four barriers in which the differences between the mean scores of men and

women was 0.30 or greater. The greatest differences among men and women were their ratings of Barrier 5, "Lack of appreciation/recognition," and Barrier 7, "Who you know is more important than an individual's merit in getting hired," both with a mean score difference of 0.49. However, men rated Barrier 5 as more significant to their pursuit of the principalship whereas women rated Barrier 7 more significant.

Other differences between the responses of men and women in Group 2 were Barrier 11, "Satisfaction with current job," with a difference of 0.35 and Barrier 1, "Insufficient salary/fringe benefits" with a difference of 0.34. Both were rated by men to be greater barriers to their pursuit of a principal position. Differences between men and women greater than 0.30 common to both Group 1 and Group 2 were Barrier 1, "Insufficient salary/fringe benefits," Barrier 5, "Lack of appreciation/recognition," and Barrier 11, "Satisfaction with current job."

Group 4, Disaggregation by Gender

Group 4, individuals who had served as an elementary principal but were currently in another position, also had a mean score difference of 0.30 or higher between the responses of men and women for Barriers 5 and 11. As was true with male responses for Group 1 and 2, men in Group 4 rated those barriers as being of greater significance to their pursuit of the principalship than did women.

The individuals in Group 4 had actual principal experience. It was with this group that another male/female mean score difference greater than 0.30 emerged that did not with the other groups of whom had no principal experience. Barrier 2, "The job itself: increased expectations, responsibilities of the principal's role," was rated between

average significance to above average significance by men with a mean score of 3.30. Women rated Barrier 2 between below average significance to average significance with a mean score of 2.73. The difference was 0.43 between men and women.

Another difference greater than 0.30 between men and women's mean scores that did not occur with an other group was in Barrier 12, "Identification/recruitment of teachers as administrators." Again, men rated this as a more significant barrier than did women with a mean score of 2.30 to 1.83 by women for a difference of 0.47. Although men rated identification and recruiting as average to below average significance to their pursuit of the principalship, women rated this barrier even lower at below average to no significance.

Two other barriers resulted in mean scores greater than 0.30 between men and women in Group 4 that also occurred in Groups 1 and 2 were found for Barriers 5 and 11. As was true in Group 1 and 2, Barrier 5, "Lack of appreciation/recognition," was rated higher by men with a mean score of 2.52 than women at 2.20 for a mean difference of 0.32. Group 4 data was also consistent with Groups 1 and 2 in that Barrier 11, "Satisfaction with current job," was rated higher by men with a mean score of 3.89 to the womens' mean score of 3.43 for a difference of 0.46.

Mean Score Differences for Individual and Combined Groups

In all, there were sixteen mean score differences between men and women that were greater than 0.30 in Group 1, Group 2, Group 4 and Groups 1-5 combined (See Table 3). Of those sixteen differences greater than 0.30, three of sixteen differences were

rated as having greater significance by women and thirteen were rated as having greater significance by men to their pursuit of the principalship. The three mean scores were rated higher by women were Group 1 and All Groups, 1-5 for Barrier 7, "Who you know is more important than an individual's merit in getting hired," and Group 2, Barrier 9, "Lack of support/mentoring."

The barriers women rated higher than men were related to equity in hiring and getting support or guidance once they would or did attain the principalship. Men rated specifics about the job such as pay, lack of recognition, increased expectations, negative interactions with people, lack of recruitment and satisfaction with their current job as more influential on their intentions toward the principalship.

Although Group 5 will not be discussed, it should be noted that the largest difference between mean scores of the 20 men and 12 women in this group of individuals who were offered at least one principalship but did not accept, was Barrier 8. "Geographic limitations as to where you can apply for a position or are not willing to relocate." This barrier was rated 3.50 by men and 2.25 by women for a mean score difference of 1.25. For men in this group who turned down a principal position, men rated geographic limitations as average to above average significance while women rated it average to below average significance as a barrier to the principalship.

T Test Data, Barriers 1-12 Gender Differences

Six of twelve barriers resulted in significant statistical differences (.010, 0.05, or 0.01) between the mean scores of men and women. Men rated insufficient salary, lack of recognition, negative dealings with people, and satisfaction with their current job as

significantly higher than women. Women rated unfair hiring practices and lack of support/mentoring as significantly greater barriers than men to the elementary principalship.

At the greatest level of statistical significance, 01, was Barrier 5 (Lack of appreciation/recognition) and Barrier 11 (Satisfaction with current job). Both barriers were rated higher by men. This suggests that men have a greater need to be acknowledged for their work and contributions either publicly or by their supervisor. Comparing their position with their perception of being a principal, men were even more satisfied with their current positions in that it was the greatest barrier to their pursuit of the elementary principalship.

At the confidence level of 0.05, significance was found between mean scores for Barrier 7 (Who you know is more important than an individual's merit in getting hired) and Barrier 10 (Negative dealings with parents, students...). Barrier 7 was rated higher by women and Barrier 10 was rated higher by men. Again, aspects of the job of being a principal are somewhat more undesirable to men than women. In contrast, data would indicate that women perceive unfair hiring practices as more of a barrier to the principalship than do men.

Results of the t test revealed there was not the same level of statistical significance between the mean scores of men and women for Barrier 1 (Insufficient salary/benefits) and Barrier 9 (Lack of support/mentoring). There were differences worth noting, however. Barrier 1 was rated higher by men than women at a confidence level of 0.10. On the other hand, Barrier 9 was rated higher by women than by men, also at a confidence level of .10. The difference is not as great as other barriers, but it does

underscore the particular importance of salary and benefits to men relative to women on this point and for women, the need to be supported or mentored once hired was rated as more important than for men.

Item Thirteen

Respondents were given the opportunity to add comments or expound on any of the survey items. Responses fell into the following categories including "Other." Comments were aligned with barriers listed on the survey (See Appendix F).

Lack of Financial Incentives

Lack of financial incentives was one theme in which respondents expressed concern for little increase in pay for the number of hours. One respondent stated, "The pay is so poor compared to [master's degree] plus 30 hours...less hours teaching, less hours on the job...I am not willing to go to a smaller district where the pay is less...." Another stated, "Last year I was offered a job in Iowa in a school of over 1500 students. the salary was \$48,000. I currently make \$43,000...had to travel 150 miles in district a week without mileage pay...had to give up 130 sick days and work a 240 day contract. Not worth it for \$6,000 more!"

Some respondents stated they would actually make less money in taking an administrative position. "Need more pay to lure teachers away from teaching. During the 5 years I was an elementary principal there were several teachers who made more money [than me], they coached." Another respondent added, "I have only been considered as a candidate in very small district where I would have to take a significant pay cut."

Other responses in this category reflected the cost of relocating a family to take an administrative position was prohibitive in pursuing a principalship in another area. "As a teacher/coach of 30 years, my wife has an excellent income. Relocation would mean a severe loss of income." One respondent stated, "Money is not the top priority for me, but I really don't want to take a pay cut. Principals work too hard."

Negative Feelings About the Job of Elementary Principal

Another theme reflected in responses to Item 13 was the negative feelings about the job of the elementary principal. "To me there are way too many negatives about being a principal that are not challenged by positive aspects." Another respondent stated, "As it exists today, the principalship is nearly more than one person can handle. Too many headaches, problems, and stressors."

The lack of time for instructional leadership was also mentioned several times. "Principals seem to have so many "operational duties"...discipline, safety, special education...there is little time to devote to being an instructional leader." Also stated was "School principals rarely have the time to be effective instructional leaders. Instructional leadership is not viewed as a priority."

Discipline was a reoccurring concern among respondents. "Too much discipline...dealing with out of control students. The demands placed on elementary principals exceed the rewards...." Time factors were also mentioned. "Time spent in meetings...longer work year are negatives."

Of all four hundred twenty-four surveys returned completed, two comments were written regarding university preparation programs. "Administrative classes need more

real life experiences,” and “Need more training in dealing with special education” were the concerns expressed by respondents.

Time Requirements Infringe on Family Life

The effect of the role of elementary principal on family life was a concern for many respondents. “My family is my first priority. Today, principals have virtually no time for anything except their job. The demands and the expectations are too high!” Another respondent commented, “I don’t want to spend all day at work and have night meetings, too. No feelings for those of us with children of our own!”

Perception Women are Being Hired Because of Their Gender

There were more comments written about unfair hiring practices than any other theme. Only 2 comments were made about women being unfairly hired over men. “Sexist barriers more apt to hire a woman over a man for the quota” and “Prejudice toward hiring ineffective women over deserving males!...” were stated by male respondents.

Perception Men are Being Hired Because of Their Gender

Twelve women stated that men were unfairly hired over women with comments such as “I am not a ‘good old boy.’ Every job I almost got was given to a male or someone with ‘connections.’” and “It is still a male dominated position...discrimination by male administrators.”

Perception of Unfair Hiring Practices and/or Political Hiring

However, there were 35 comments from respondents who perceived unfair and/or discriminatory hiring practices. Some included gender, but a variety of other perceived reasons were also stated. "It is frustrating to have a long and successful experience in education, to have the support and respect of peers, to take on every extra responsibility requested and yet not be given the opportunity for leadership." Another respondent echoed sentiments of perceiving themselves as qualified, but not given the opportunity to be a school leader who stated, "I have two master's degrees. Who you know seems to be important...In hiring, the system does not use equitable criteria."

The most common statement related to this theme was who you know rather than an individual's merit was the basis of hiring principals in Iowa. "When I first started teaching I felt merit was very important in finding a job. The longer I teach the more I see it depends on "who you know." Another respondent stated, "Who you know in the "club" is such a factor. You are good so you're interviewed so it can be said we had good candidates, then the predetermined person is hired. Says a lot about leadership!."

Some respondents expressed the perception that school districts hire only from outside the district. Comments were made such as "Our district does not believe in hiring from within," and "Too often the School Board's predetermined criteria that includes the requirement of prior experience or they have already decided that they want someone from outside the district to add a different outlook. This really discourages staff who do not want to relocate, usually women."

Discrimination was a perceived barrier for some individuals. "If you are a person of color, chances are that you will not be considered for a job as a principal in Iowa." "I

am not the right color or gender” was a comment made by another respondent. Some respondents perceived their age as a barrier to their being hired for an administrative position. “Age may be a factor though no one would ever admit to such discrimination,” was stated by one respondent.

Inability/Unwilling to Relocate

Although there were only 4 comments regarding this theme, some respondents stated they were unwilling to relocate because of children or a spouse’s job. “In my situation, I have a wife with a job that she likes, school age children that would be uprooted if I had to relocate” and “Trying to stay close to [city] where my wife teaches” were statements expressed by respondents.

Lack of Mentoring

Four respondents expressed thoughts about lack of mentoring with statements like “The lack of mentoring a new administrator in a new position after having been a teacher is a concern.” “A mentor would have been extremely helpful.” suggested a former principal

Satisfaction With Current Job

Five respondents expressed contentment with their current positions with statements such as, “My biggest barrier is that I love teaching at my current grade level and with my current staff and administrator.”

Perception That Lack of Experience Is a Barrier to Being Hired

Some respondents felt they were not given a chance because of their lack of administrative experience. "Hiring boards/individuals do not look at the "whole package" when hiring....Experience is good but that doesn't always translate to a good leader. As the crunch gets tighter, it will behoove Boards to hire leaders, be they secondary or special education experienced, rather than "good old boys and/or girls." Iowa will only continue to fall behind without visionaries looking to Iowa's future, not her glory days past!" Another respondent added, "They all want experience and the last place I applied told me the teachers didn't want a woman principal!"

Other

Respondents comments included they were nearing retirement. Therefore they were not interested in a principalship. Some said they wanted to be an assistant principal first, but there were few of those types of positions. Others expressed not being the "right type" to be a principal.

Item Fourteen

Survey item 14 asked respondents how they created their perception of the elementary principalship. The greatest influence on respondents' perception of the job of an elementary principal, with a mean score of 4.6, came from observing principals (see Table 4 and Figure 3). Respondents' ratings indicated "Principals; Direct Observation" was between above average to major significance to their perception of the elementary

principalship. With a mean score of 3.6, “Other teachers/colleagues” was the next greatest influence rated as average to above average to respondents’ perception of the elementary principalship. Other items were rated below average to average.

Although there were some mean score differences among each group, they all rated “Principals, Direct observation” as the biggest influence and “Other teacher/colleagues” as next in significance to their perceptions of the elementary principalship. “Professional organizations,” “Professional publications,” and “College professors,” were all rated lower. Several items were written in as “Other,” (see Appendix G).

Table 4

Respondents’ Perception of Elementary Principalship

Groups	1	2	3	4	5	6	Total
A. Professional organizations	2.1	1.8	2.3	2.4	1.8	2.4	2.0
B. Professional publications	2.4	2.0	2.6	2.3	1.9	2.5	2.2
C. College professors	3.0	2.3	3.1	2.7	2.2	3.0	2.7
D. Principals; Direct observation	4.7	4.7	4.7	4.5	4.5	4.5	4.6
E. Other teachers/colleagues	3.6	3.8	3.7	3.5	3.9	3.4	3.6
F. Other							

Question 14: From which of the following have you created your perception of the elementary principalship?

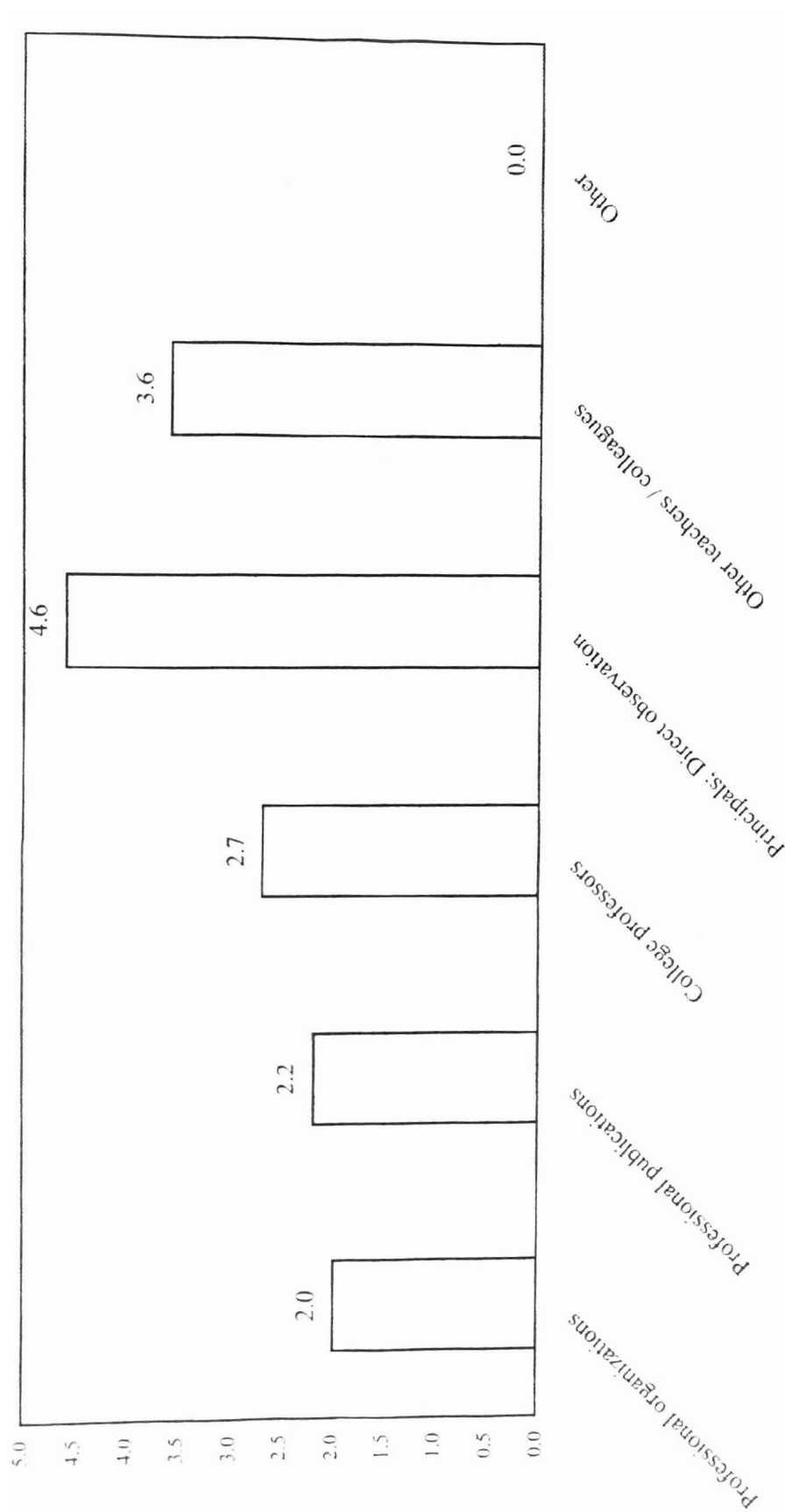


Figure 3. Respondents' Perception of the Principalship

Item Fifteen

Item 15 asked respondents to rate items that motivated them to attain the elementary principal endorsement. There are variations in mean scores among groups, but each group rated “Make a positive difference for students and teachers” as being the most significant factor in their choice to attain the elementary principal endorsement. The total mean score for Groups 1-5 was 4.5 (see Table 5 and Figure 4) which is above average to major significance to their motivation in obtaining the elementary principal endorsement. Each individual group also rated this reason in the same range.

In Group 1, those individuals who applied for a principal position, but were not offered one rated three items as being above average to major significance in their attainment of the elementary principal endorsement. “Making a positive difference for students and teachers”, “Desire to be the leader of an elementary school,” and “Develop leadership skills” had mean scores between 4 and 5. “Status of the position. More prestige,” “Enhance job opportunities but not serve as an elementary principal,” and “Move up on the pay scale in my current position” all ranked lowest for Group 1. With mean scores between 2.3 and 2.9, these items were viewed as below average to average significance to obtaining the elementary principal endorsement. One other item, “More money,” had a mean score of 3.1 rating it between average and above average to respondents’ motivation in attaining the elementary principal endorsement.

In Group 2, those individuals who had never applied for an elementary principal position, there were some difference between this group’s reasons for attaining the elementary principal endorsement and those of Group 1. Although this group rated,

Question 15: What motivated you to attain elementary principal endorsement?

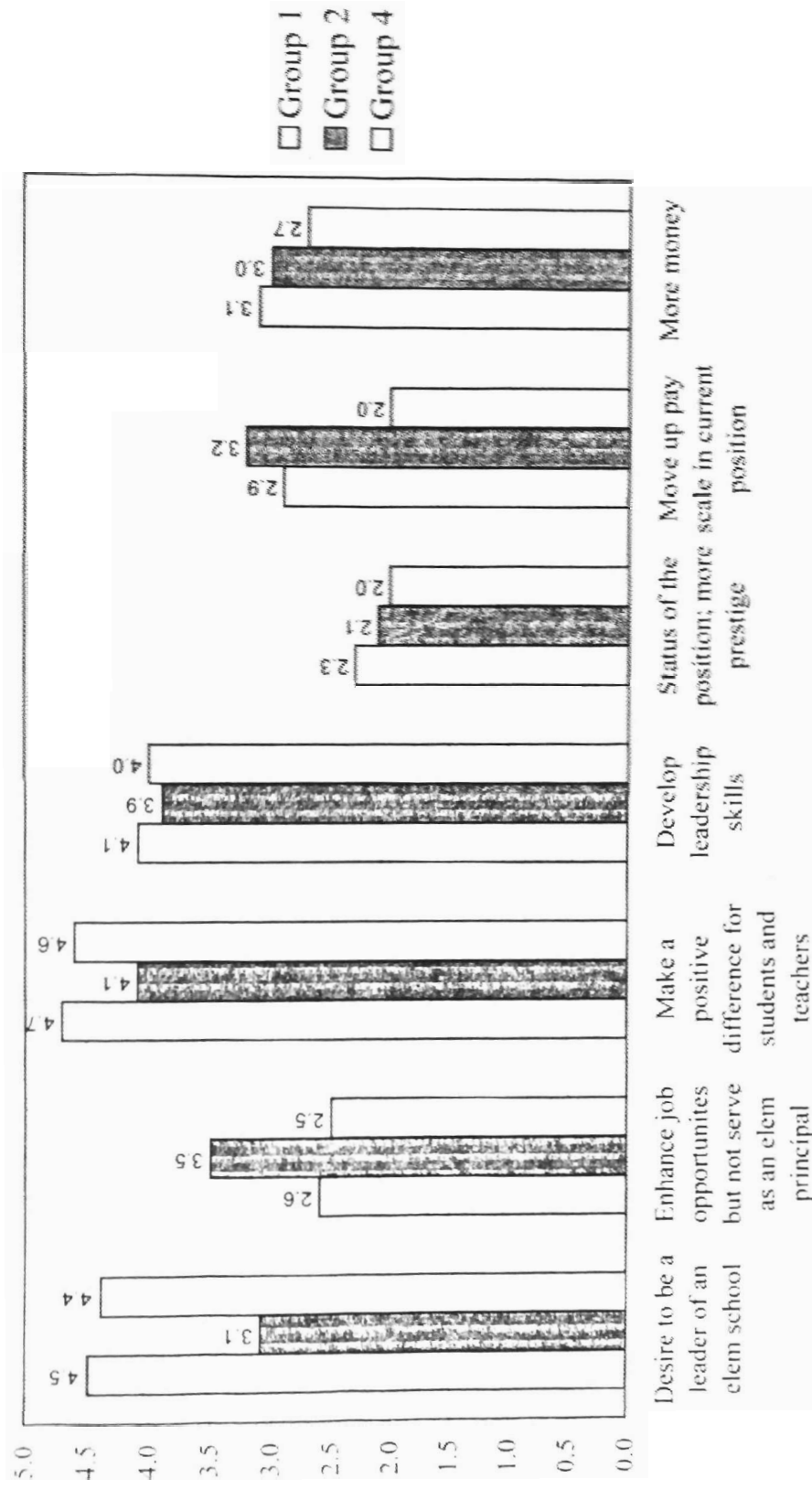


Figure 1 Motivation Attain Elementary Principal Endorsement

Group 2 rated “Desire to be the leader of an elementary school” as 3.1 whereas Group 1 rated it as 4.5. Group 2 viewed leading an elementary school as only average to above average in significance to acquiring the elementary principal endorsement. The intentions of people in Group 1 were clearly greater than those in Group 2 to actually pursuing the principalship.

The other difference relating to an individual’s intentions toward the principalship was found in differences between the mean scores for “Enhance job opportunities, but not serve as an elementary school principal.” Group 1 rated this as below average to average with a mean score of 2.6. In contrast, Group 2 rated this item as average to above average with a mean score of 3.5. Again, this shows that the intentions in the pursuit of the elementary principalship were different upon entering university programs.

Group 4, those individuals who actually served as principals, but were currently in another position, had mean scores that were very similar to individuals in Group 1, who had also pursued the principalship, although they were not hired. Respondents rated “Make a positive difference for students,” “Desire to be the leader of an elementary school,” and “Develop leadership skills” between above average significance to major significance with mean scores of 4.0-4.6. Enhance job opportunities, status/prestige, and increased earnings were rated between below average to average significance with mean scores from 2.0-2.7.

Overall, respondents who pursued the elementary principal endorsement were not as interested in money, status or prestige. They generally pursued the elementary principalship endorsement to be a school leader, make a positive difference for students and teachers, and to develop leadership skills. Respondents also had the opportunity to

write in other factors that motivated them to attain the elementary principal endorsement (See Appendix H for complete list).

Discussion

The focus of the data analysis resulted from the data provided by three groups: those that want to be principals, but have not been offered a job (Group 1); those that have never applied for a principal job (Group 2) and those that have been principals, but have since left the principalship (Group 4). The survey was sent to the entire population of individuals endorsed to be an elementary principal. Seven hundred four surveys were sent with 424 completed and returned. Fifty-eight percent were from women and 42% were from men. Sixty-one percent of men and 60% of women who were sent surveys completed and returned the survey. The majority of people in Iowa endorsed to be principals, 67%, were serving as teachers. As was evident from the data, perception of the elementary principalship was mostly gleaned from principals the respondents had known or observed on the job.

Overall, respondents in the study who completed the elementary principal endorsement were not as interested in money, status or prestige. They generally pursued the elementary principalship to be a school leader, make a positive difference for students and teachers, and to develop leadership skills according to data from respondents. These findings agreed with the literature which essentially states that the opportunity to serve in the role as instructional leader and work closely with constituents makes school administration at the elementary level more desirable than at any other level of administration (McAdams, 1998; Moore, 1999).

This study sought to find out from whom or what respondents formed their perception of the principalship which is the basis of their determination whether or not to pursue the job of principal. Individuals endorsed to be principals formed their own perception of the principalship through their work with principals (NESDEC, 1988). Respondents in this study formed their perception of the principalship from other principals they had worked with or observed which was evident by a mean score of 4.6 for groups 1-5 combined. The next biggest influence on their perception of the principalship was other teachers/colleagues which yielded a mean score of 3.6.

Concerning barriers to the elementary principalship from items 1-12 on the survey, the barrier that rated the highest for those that had never applied for a job, those that had been principals, but the left the position, and all groups, 1-5, combined was Barrier 11, "Satisfaction with current job." Individuals endorsed to be principals are mostly teachers or counselors according to Barker (1996). With the increasing workload, time demands, longer work week, stress and lack of student contact, endorsed individuals such as teachers and counselors viewed school administration as undesirable when compared to their current position (McAdams, 1998; Restine, 1997; Savory & Detiuk, 1986). Individuals are remaining in the field of education and like what they do which essentially is a barrier to their pursuit of the principalship (Anderson, 1988; Barker, 1996; Williams, 1996). The negative aspect is the potential lack of future administrators willing to fill the positions of those retiring from or leaving school administration (Educational Research Service, 1998).

As was stated in the literature is true in this study. Respondents were mostly teachers and counselors whose biggest barrier to the principalship was their satisfaction

with their current position. The positive aspect of this finding is that they chose to serve in the field of education. The negative aspect is the potential lack of future administrators willing to fill the positions of those retiring from or leaving school administration.

In addition to satisfaction with one's current job compared to the principalship, the lack of financial incentives to move from a job such as teaching to school administration is also a barrier to individuals' pursuit of the principalship (Educational Research Service, 1988; Jordan, McCauley, & Comeaux, 1994; McAdams, 1998; NAESP Online, 1998; School Administrators of Iowa, 1997). The pay increase between an experienced teacher and a beginning principal of about \$6,000 after taxes is not enough of a financial incentive to leave an individual's current position (McAdams, 1998). This is particularly true if the endorsed individual is part of a dual income family or supplements his/her income in some way such as coaching. Salary and benefits for principals at all levels must be reconsidered to attract new principals and retain current principals. Data from this study partially supports the literature in that this study found individuals do not obtain an elementary principal endorsement for monetary reasons. However, the lack of financial incentive is a barrier to pursuing the principalship according to respondents in this study.

Other data worth noting is the number of respondents who indicated unfair hiring practices were a barrier to their pursuit of the principalship. Barrier 7, "Who you know is more important than an individual's merit in getting hired," and written comments on Item 13, "Looking at the list of barriers, is there anything you would like to add?" were reflective of this view. There was a strong perception by study respondents that the buddy system exists Iowa. As is described in research, sometimes who you know is as

much or more important than leadership potential (Baron, 1990; Baltzell and Dentler, 1983). If unfair hiring is coupled with geographic limitations, a potential principal may never have the opportunity for educational leadership. According to the literature, practices for hiring school administrators need to be reviewed, a finding that was corroborated in this study.

Another barrier rated highest by those that had applied for at least one principalship, but not offered the position (Group 1) and the second highest rated barrier for all groups, 1-5, combined was Barrier 8, "Geographic limitations...." Two income families are less mobile than a family in which there is one breadwinner. Even if the spouse would receive a significant increase in pay by taking a principalship, the geographical move could cause a severe financial loss to the family should the other spouse not be able to find a job in the new location (McAdams, 1998). Sentiments expressed by study respondents and data from the survey supports the geographic limitations discussed in the literature.

Although a common perception may be that limitations as to where one can apply for a principal position are more of a barrier for women than men (NESDEC, 1988), this study's findings do not support that notion. Among those that had applied, but were not offered a principalship (Group 1), those that had never applied (Group 2) and those no longer serving as principals (Group 4), men and women rated this barrier almost exactly the same including all groups, 1-5, combined. The greatest difference in mean scores was 0.04 with men rating "geographic limitations" as a greater barrier to the principalship. This data negates the perception that the male is the breadwinner and women are the ones geographically limited by their husband's careers (NESDEC). This data contributes to a

better understanding of the population of endorsed individuals in Iowa not serving as principals.

Concerning principal preparation programs, it was clear from the literature that programs at the university level need to focus more on real life challenges of the principalship (Barker, 1996). If an individual completes an administrative preparation program feeling ill prepared to serve as a school principal, he/she may not pursue a principalship. To be better prepared to serve as principal in an ever changing and more demanding educational climate, a blend of theory and practice is necessary (Johnson, 1992). Universities must reevaluate their traditionally theory-based principal preparation programs and focus more on real life application (Blankenship, 1989).

Although comments from two respondents are reflective of these views, the mean scores from respondents in this study rated this barrier as having between no significance and below average significance to their pursuit of the elementary principalship. It was the lowest rated barrier among items 1 to 12 on the survey for all groups. Therefore, findings from this study partially supports the literature in that preparation programs need to be more relevant to the day to day occurrences in the principalship. What is not supported from the data in this study was that university preparation programs were of much significance to respondents' decision to pursue or not pursue the principalship.

There were 5 barriers to the principalship that were cited in research which were rated the lowest by respondents in this study and as below average significance to their pursuit of the principalship: Barrier 5, Lack of appreciation/recognition; Barrier 6, Lack of information about the positive aspects of administration; Barrier 9, Lack of support/mentoring; Barrier 10, Negative dealings with parents, students, staff, Board;

Barrier 12, Identification/recruitment of teachers as administrators. Although these barriers are cited in research, the data in this study reveals that they have some, although little influence on an endorsed individual's decision whether or not to pursue the principalship.

Concerning appreciation and recognition for a their efforts and achievements, principals stated that recognition and status were not important (Whitaker, 1996). However, Whitaker and Friesen and Sarros (1987) found principals do need to be recognized and are frustrated when they go unrecognized for their efforts. Lack of appreciation or recognition (Barrier 6) was found to be a predictor of burnout for principals (Friesen & Sarros). Central office staff and School Board members should recognize principals' efforts and achievements (Whitaker).

Lack of information about the positive aspects of administration, Barrier 6, was listed by School Administrators of Iowa (1997) as an area in which more public relations efforts are needed. However, in item fourteen of the survey, respondents' biggest influence on their perception of the elementary principalship was actually working with or observing principals on the job, not brochures or advertisements.

Barrier 9, lack of support/mentoring, is cited in research as a barrier to the pursuit of the principalship (Dussault & Barnett, 1996; Miklos, 1988; School Administrators of Iowa, 1997). School administrators need the opportunity to share concerns, issues, and problems (New England School Development Council, 1988). Mentors also assist new principals in coping with professional isolation and the process of socialization into school administration circles (Dussault & Barnett, 1996; Miklos, 1988). The benefits of the mentoring relationship are shared with the mentor as well as the mentee (Zey, 1988).

Mentors get the chance to reflect and develop a potentially life long friendship with the protege. According to Daresh (1995), the university community needs to take an active role in facilitating a mentoring program for students in their principal preparation program.

Negative dealings with students, parents, staff and the Board of Education, Barrier 10, was another barrier to the pursuit of the principalship (Restine, 1997; Barker, 1996). Among the many groups or individuals that place demands on principals, each thinks their demand is most important (Moore, 1999). The result of the constant demand is a less effective leader (Borg & Riding, 1993).

Barrier 12, the lack of identification/recruitment of teachers as administrators or the lack of, has been an influence on endorsed individuals seeking to attain the principalship. Traditionally in education, recruiting qualified individuals for leadership is just not done (Goodlad, 1983, as cited in NAESP Online, 1998). In a nationwide study, only one fourth of 300 school districts had any type of aspiring administrators program. According to Jordan, McCauley, and Comeaux (1994) recruiting should start as early as high school. Literature stressing the instructional leadership facet of the principalship should be provided to potential elementary principals. According to School Administrators of Iowa (1997), this lack of recruiting effort has contributed to a principal shortage in Iowa.

Data from this study also revealed some differences among different groups of respondents. Respondents in Group 1, those who applied, but were not offered a principalship and those in Group 2, individuals who had never applied for a principalship, had two differences in which respondents in Group 2 rated barriers much higher than

Group 1. They were Barrier 2, the job of principal (0.72 higher) and Barrier 4, time and balancing work and home (0.76 higher). The time demands and personal cost to family life results in individuals leaving the profession or choosing not to pursue the principalship (Barker, 1996; Duke, 1988, Restine, 1997; and Whitaker, 1996). The roles and responsibilities of the elementary principal have been increased to a 55-60 hour work week (McAdams, 1998). The added work and longer hours have resulted in more stress and greater turnover among educational administrators as compared to administrators in other fields (Barker, 1996). Time requirements of school administration need to be reconsidered because it works as a barrier to the pursuit of the principalship. The only greater barrier for this group was #11, "Satisfaction with current job," which may be reflected in respondents' perception of the principalship as compared to their current position.

Related to the data from Group 2, those who had never applied for a job, respondents in Group 4, those individuals who had been principals but left to work in some other area of education, also rated Barrier 2, "The job itself..." and "Satisfaction with current position," as the biggest barriers to their return to the principalship. Considering this group of people has served as a principal, the data indicates that unless the job of principal changes, they will not likely return to the principalship. The job of the principal is less desirable than other positions in education and unsatisfactory enough that people are leaving the principalship and finding greater satisfaction in other positions (Barker, 1996; Duke, 1988, Savory & Detiuk, 1986; Restine, 1997; and Whitaker, 1996). According to the research and the data from this study, the job itself, of principal must be reconfigured to reflect more realistic expectations of the position.

Overall, the data from this study indicates that the biggest influence from which respondents form their ideas about being an elementary school principal was from principals they have worked with or observed. Other teachers or colleagues were the next biggest influence. Respondents were most influenced to earn an elementary principal endorsement in Iowa because they desired to be the head of an elementary school, to develop leadership skills and because they wanted to make a positive difference for students and teachers.

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The goal of this study was to find out why individuals in Iowa who had obtained an elementary principal endorsement and were serving in some aspect of K-12 education are not serving as elementary school principals or school administrators. The intent was to find out what barriers, cited in literature, were or were not influencing endorsed individuals' pursuit of the elementary principalship and the degree to which the barriers were of influence. The researcher also sought to find out specifics about the endorsed population in Iowa including the number of endorsed men and women, their intent toward applying or attaining a principalship, and their current position.

In addition, the study also intended to find out from what or whom individuals based their perception of the principalship, the basis for their decision of whether or not the principalship would suit them. Another aim of the study was to find out why or what initially motivated individuals to secure the elementary principal endorsement. Individuals were also given the opportunity to provide additional comments regarding barriers to the principalship. This study provided local district administrators and policy makers with data that will assist them in reformulating policy and practice that may increase the probability of attracting more and higher quality candidates for elementary principal openings.

The information sought in this study was gathered using a survey questionnaire. The survey was sent to individuals in Iowa who were endorsed as elementary principals.

but serving in some aspect of K-12 education other than the principalship or school administration. Names and work addresses of these individuals were provided by the Iowa Department of Education. A cover letter explaining the research study was sent with the survey instrument. A pilot study with 20 individuals was conducted first which resulted in changes to the survey instrument. The data from the pilot study was not used in the data analysis of the larger study. The final survey questionnaire and survey instrument was then sent to 704 individuals who met the researcher's criteria for participation. The response rate was 62%.

Once the surveys were returned, the researcher tallied responses by section and item number. A percentage was figured for sections 1, 2, and 3. A mean score was figured for Items 1-12, 14 and 15. Mean scores were disaggregated by response to section 1 (gender) and section 2 (intent toward the principalship). The focus of the data analysis was responses from those individuals who had applied for a principalship, but were never offered one, those individuals who had never applied for a principalship and those individuals who had been principals, but had since left to work in another area of education. The data was then analyzed for mean score differences among groups and among men and women. Written responses in Item 13 were recorded and grouped by general themes.

The data from the survey revealed that the majority of respondents had either applied for a principal position, but were not offered one (41%) or had never applied for a principal position (27.4%). Another 13.8% had been principals, but left the position. Of the individuals who returned a completed survey, the majority, 67%, were teachers. Another 10.5% worked for an Area Education Agency. Mean scores showed that

respondents' ideas concerning the principalship came mostly from principals they have worked with or observed (4.6) or from other teachers/colleagues (3.6). They obtained the elementary principal endorsement because they wanted make a positive difference for teachers and students (4.5), had a desire to lead an elementary school (4.1) and wanted to develop leadership skills (4.0).

Mean scores emanating from respondents' ratings of 12 possible barriers listed on the survey acknowledges that satisfaction with one's job and geographic limitations as to where one can/would apply are the biggest barriers to the principalship for endorsed respondents not serving as principals. However, little can be done about those barriers. Perceived unfair hiring practices (Who you know is more important than an individual's merit in getting hired), time, the job itself, and insufficient salary/benefits ranked next highest in that order although there was mean score variation among groups and gender. The lowest rated barriers, from lowest barrier, were as follows: university preparation programs; lack of information about the positive aspects of school administration; lack of support/mentoring; lack of appreciation/recognition; negative dealings with parents, students, staff, Board; and identification/recruitment of teachers as administrators.

Conclusions

1. Several important barriers to the elementary principalship could be affected by policy: (a) insufficient salary and benefits; (b) the job itself; (c) time requirements; and (d) hiring practices.

Respondents in this study felt the salary and benefits for the job of principal were too low for the job responsibilities, time requirements, and small difference between the salary of a teacher with experience and a beginning principal. A longer work day, longer work year, less student contact and required attendance at nighttime meetings or activities is not appealing to those endorsed individuals who are satisfied with their current position and for whom a "reasonable balance" between home life and work is important. It is not surprising that "Satisfaction with current job" was the highest rated barrier when the responses of all study participants were combined. Those that had pursued the elementary principalship, but not offered a position, felt that hiring practices were unfair and based on the "buddy system" or who you know rather than merit.

2. There were also barriers that appeared to be intractable from a policy perspective: (a) satisfaction with current position, (b) geographic limitations.

Satisfaction with one's current position was the highest rated barrier to pursuing a principalship. Respondents were hesitant to pursue a position that may not be as desirable as their current position with which they were satisfied. In regard to geographic limitations, both men and women were unwilling to relocate a family for reasons such as the loss of a second income, uprooting school-aged children, or a spouse that liked his/her own job. This was a higher rated barrier for men than women.

3. Practicing principals were the biggest influence on the perception each had formed of the principalship.

Study participants were asked how they had created their perception of the elementary principalship to determine whether they would or would not pursue the job of elementary principal. Respondent's own experience in working with or observing principals was rated the highest. Information from professional organizations or publications or college professors was not as influential as their own direct experience. Other perception forming factors written by respondents included the community, conversations with professionals outside of education, a family member or friend employed as a principal and filling in for or past experience as a principal.

4. Individuals in this study were internally and ethically motivated to attain the elementary principal endorsement so that they could increase their capacity to make a difference.

Study participants were asked what factors motivated them to attain the elementary principal endorsement and to rate each one. From the written data and the mean scores, it was evident that individuals who pursue and complete the elementary principal endorsement in Iowa do so because they want to be an educational leader and serve students and teachers. More money, more status or prestige, and enhancing their own job opportunities were rated as much less important in their reasoning. Written comments reflected these and other reasons such as the desire to increase student achievement, an interest building or district educational issues, and encouragement by others to attain an elementary principal endorsement.

5. Gender politics in hiring is alive and well in Iowa.

The only barrier women rated higher than men was difficulty in getting hired. Comparing mean score differences greater than 0.30 between men and women, who you know rather than an individual's merit is more important to getting hired [as a principal] was perceived as a greater barrier by women than men. Written comments were also reflective of this perception.

Implications & Recommendations For Policy and Practice

1. The salary and benefits for a beginning principal compared to that of a teacher are not enough to compel an individual to leave teaching and take on a principalship that requires a 55-60 hour work week, more stress and a longer work year. The financial incentives were also inadequate if the income of one spouse is lost because the educator must make a geographic move to assume a principalship. When compared to administrative positions in other fields, educational administration was lower paid. The data and written comments indicated that the salary and benefits of school administration suggested that the area of salary might be explored to entice endorsed individuals to leave their current position for the elementary principalship.

As a starting point, a professional school administrator organization such as SAI could work with the Department of Education to develop an administrative pay model based on job responsibilities and higher degrees earned beyond the master's degree. A database of administrative salaries in Iowa should be developed and made easily

available to current and prospective principals. SAI would be a logical purveyor of this information.

2. There is a distinct perception among endorsed individuals in Iowa that hiring practices are sometimes based more on who a person knows rather than an individual's merit. Professional organizations such as SAI or the Department of Education need to communicate to hiring personnel in local districts about the attributes of an effective school administrator. A hiring rubric could be developed that assists school districts in determining their specific administrative needs before candidate applications are screened. Rubric information/ratings could be used to offer feedback to candidates who were interviewed, but not chosen for the position.
3. The job of school principal needs to be restructured including the amount of time and the amount of responsibilities expected from local School Boards and communities. More and more responsibilities are added which are especially overwhelming to administrators in small school districts which have only two or three administrators to share the tremendous workload. Some examples are the facilitation and management of Phase III money, Continued School Improvement Plan and all of its requirements, standards and benchmarks (writing, implementing, monitoring, etc.), staff development, grant writing and a plethora of district/state/federal programs. Night and evening expectations must also be reconsidered. Teachers are qualified to supervise evening activities and could be paid extra on a volunteer basis to do so.

4. Mentoring program: Data indicated that the lack of support or mentoring is not as influential to one's decision whether or not to become a principal as are eight other barriers of the twelve listed on the survey. However, the mentor may be able to reassure and answer questions an individual as he/she is making decisions about the principalship as a career. A mentoring program should be part of the principal preparation program or facilitated by a professional administrative organization such as School Administrators of Iowa. The mentor should be someone who is experienced and well respected by the university or professional community. The mentor should not be someone in the same school district as the person being mentored. The protégé should be exposed to leadership styles beyond his/her own school district. Also, there is literature that suggests a mentoring program will help to retain individuals once they become principals.
5. Negative dealings with students, parents, Board, and staff is the nature of working with diverse groups of people. However, school Boards may need to be educated as to what their appropriate role is in relation to the job of school administrators. Supervisors need to provide support and encouragement when principals are faced with unpleasant people and situations. Mentoring or peer coaching would provide a source of support and a forum for which those problems could be addressed with another administrator
6. Although this study depicts the lack of appreciation and recognition as having little influence on an individual's decision whether or not to become a principal, the

literature does support recognition as important, especially in helping to counter principal burnout. Local school districts, professional administrative organizations, and Departments of Education should continue or implement procedures to identify and recognize exemplary principals.

7. From the respondent's comments and literature, it is apparent that university preparation programs should include some real life application and a mentoring experience. However, the data from the survey shows that the preparation to be a principal that individuals received at the university level has little to do with why they do or do not choose to pursue the principalship. Policy changes in this area may be meritorious, but they would appear to have little impact on the number and quality of administrator applications.
8. The data from the survey revealed that individuals form their ideas about the principalship from principals they have observed or known and therefore make decisions based on that perception. The data also showed that public relations efforts aimed at communicating positive information regarding the principalship has little influence on an individual's decision whether or not to become a principal. In other words, what they see and hear in propaganda has little influence on their ideas about the principalship in comparison to what they've observed.

That is not to imply that there is no merit in communicating positive messages to individuals, mainly teachers, about school administration. Perhaps that information

will be a catalyst for an individual to further investigate school administration as a career or enlighten someone living in a small town who has limited knowledge knowing only one principal for several years. However, in review of all data gleaned from this study, public relations efforts should not be a major focus of change. Also, principals being the biggest influence on endorsed individual's perception of the principalship should be sure they are positive in their words and actions concerning the principalship.

9. Professional organizations, school administrators, and university instructors should work to identify and recruit quality individuals for the principalship. Although identification and recruitment of respondents in this study was not as influential as many other barriers, individuals who never considered they might be excellent educational leaders, may rethink the principalship. Professional organizations and local school districts could work together to determine an effective principal profile to assist teachers and counselors in making an informed decision about the principalship. This profile would also help local school districts and universities to identify individuals who **could be encouraged to become school administrators.**

Recommendations for Future Research

1. Literature suggests that administrator shortages are looming in many states and at different levels of school administration. The focus of this study was the elementary principalship in Iowa. Research studies at the elementary level and secondary levels in other states would contribute to the knowledge on a national level concerning the number of individuals endorsed to be principals and their intent toward school administration as a career. This includes a study be done for secondary school administrators in Iowa.
2. Literature and data from this study reveals salary and benefits are inadequate, particularly in motivating an endorsed individual to move from his/her current position to the principalship. A study is needed that compares salary, benefits and other incentives offered to school administrators in other states. A comparison to administrative jobs in other fields with similar responsibilities would also be beneficial in determining just compensation.

Round table sessions with acting principals and prospective principals would also provide valuable information as to what types of compensation would entice individuals to pursue the principalship or remain in their current role as a school administrator. The data from such a study combined with research on the principal's role in an effective school should be provided to Iowa State Legislatures with the goal of increasing school funding to compensate school administrators.

3. The data and written comments from this study calls for additional data concerning hiring practices for school administrators in Iowa. In-depth interviews with those individuals that wanted and pursued principal jobs but had not been hired would be most informative. This data could provide a better understanding of the perception who you know is more important than merit in getting hired as a principal or unfair hiring practices. Questions about application and interview procedures would be useful data for future applicants and school district personnel responsible for hiring principals.

This data may also help determine if hiring practices are inconsistent/unfair or if the individuals not getting jobs are lacking in some area such as interpersonal skills or knowledge of best practices in education, etc. A study related to this topic would be to determine which people were not getting jobs because of a lack of administrative or social skills and which experienced discrimination.

4. Time is revealed in literature and in this study's data to be a concern and, for some endorsed individuals, an impediment to the elementary principalship. A study to determine job responsibilities and the time allowed to do them compared with actual time spent on the job with a time audit is needed information.

Another option would be to ask principals what they would want to give up in order to make their job a good balance. This data would be valuable in determining the

number of administrators needed in a school district and reasonable amount of responsibility given by supervisory personnel and/or School Boards.

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Appendix A
Survey Cover Letter/Letter of Transmittal

**Survey of Professionals in Iowa
with an Elementary School Administrator Endorsement**

School Administrators of Iowa
P.O. Box 65578
West Des Moines, IA 50265-0578

Dear Educator,

There is a leadership crisis in the state of Iowa. We are facing a serious shortage of individuals pursuing the elementary principalship. You have been identified by the Iowa Department of Education as one of approximately 700 people in the state of Iowa who have earned an elementary administrative endorsement, but are not currently serving as an elementary principal. Your response to this survey is critical because we are trying to find out why individuals in Iowa, who have earned an elementary administrative endorsement, are not employed as an elementary principals.

The results of this study will be used to determine if changes need to be made in principal preparation programs, what barriers exist to an individual's pursuit of the principalship, and what factors would entice someone to pursue the principalship. Results of the survey will be available by request to email address alaing@norwalk.k12.ia.us.

When reporting survey results, your individual responses will be kept confidential. The only individual that will have access to the completed surveys will be Anne Sullivan Laing. Surveys will be kept for 5 years at 12393 Hazelwood Court, Clive, Iowa for the purpose of recalculating numbers, etc. should a question arise concerning the data. Surveys are numbered so that follow-up reminder cards may be sent, if necessary.

Your completion of the survey is voluntary. There are no consequences for not participating in this research study. However, we would greatly appreciate the valuable and important feedback you could provide by completing the enclosed survey by **Tuesday, Jan. 11, 2000**. Please return the completed survey in the addressed, stamped envelope provided or fax it to SAI at 515/224-3372.

If you have any questions or concerns, please contact Dr. Perry Johnston, Drake Academic Advisor, at 515/271-3726 or Anne Sullivan Laing at 515/267-8881. Thank you for your time and assistance!

Sincerely,

Marcus J. Haack
Associate Executive Director
School Administrators of Iowa

Anne Sullivan Laing
Doctoral Student
Drake University

Appendix B
Survey Cover Letter, Pilot Study

**Survey of Professionals in Iowa
with Elementary School Administrator Certification
*Pilot Study***

School Administrators of Iowa
P.O. Box 65578
West Des Moines, IA 50265-0578

Dear Educator,

There is a leadership crisis in the state of Iowa. We are facing a serious shortage of individuals pursuing the elementary principalship. There are approximately 1,100 people in the state of Iowa who are certified to be elementary principals and are involved in some aspect of K-12 education, but not the principalship.

You have been identified by the Iowa Department of Education as having an elementary administrative endorsement, but are not currently serving as an elementary principal. Your response to this survey is critical because we are trying to find out why individuals in Iowa, who have earned elementary administrative certification, are not employed as an elementary principal. Also, we would greatly appreciate your feedback on the clarity and ease of use of the survey instrument, itself, since this is a pilot study. Please mark any items that you think are unclear or confusing.

When reporting survey results, your individual responses will be kept confidential. Surveys are numbered so that follow-up reminder cards may be sent, if necessary. The results of this study will be used to determine if changes need to be made to principal preparation programs, what barriers exist to an individual's pursuit of the principalship, and what factors would entice someone to pursue the principalship.

Please complete the enclosed survey by Wednesday, Oct. 6, 1999 and return it in the stamped envelope provided or fax it to SAI at 515/224-3372 or to Anne Sullivan Laing at 515/256-7823.

Thank you for your time and assistance!

Sincerely,

Marc Haack
Associate Executive Director
School Administrators of Iowa

Anne Sullivan Laing
Doctoral Student
Drake University

Survey of Professionals in Iowa with an Elementary School Administrator Endorsement

Please read the following items and put an "X" in the blank to the left of the choice that describes you.
(This information will be used for data disaggregation purposes only.)

_____ male _____ female

Please read the following items and put an "X" in the blank to the left of the choice that best describes you.

- _____ I have applied for an elementary principal position, but have never been offered or accepted one.
 _____ I have never applied for an elementary principal position.
 _____ I have never applied for an elementary principal position, but am currently or will be seeking an elementary principal position.
 _____ I have been an elementary principal, but I am currently in another position.
 _____ I have been offered at least one elementary principalship, but did not accept.
 _____ I am currently a principal.
 _____ Other: _____

What is your current position/employer? (Please check all that apply.)

- _____ A. Teacher (please state what you teach): _____
 _____ B. Higher Education
 _____ C. Curriculum
 _____ D. Area Education Agency
 _____ E. Department of Education
 _____ F. Other (please state your position): _____

Please indicate the significance to which each of the following has been a barrier to your seeking or securing a position as an elementary principal by placing the number of your response choice in the blank to the left of each item.
Response choices are as follows:

1=No significance	2=Below Average Significance	3=Average Significance	4=Above Average Significance	5=Major Significance
_____ 1. Insufficient salary/fringe benefits (especially the difference between salaries of teachers and beginning administrators)		_____ 5. Lack of appreciation/recognition		_____ 9. Lack of support/mentoring
_____ 2. The job itself: increased expectations/responsibilities of the principal's role (technology, standards & benchmarks, Phase III, etc.)		_____ 6. Lack of information about the positive aspects of administration		_____ 10. Negative dealings with parents, students, staff, Board
_____ 3. Poor administrative preparation at the university level		_____ 7. If you know is more important: than an individual's merit in getting hired		_____ 11. Satisfaction with current job
_____ 4. Time (balancing work and home)		_____ 8. Geographic limitations as to where you can apply for a position or are not willing to relocate		_____ 12. Identification/recruitment of teachers as administrators

continued on back >>>>>

Appendix C
Survey Questionnaire

.....
13. Looking at the list of barriers, is there anything you would like to add?

.....
14. From which of the following have you created your perception of the elementary principalship? Please give each item a rating from 1 to 5 with 1 being of no significance to 5 being of major significance.

- | | |
|---|---|
| _____ A. Professional organizations (i.e., SAI) | _____ D. Principals; Direct Observation |
| _____ B. Professional publications (i.e., Education Week) | _____ E. Other teachers/colleagues |
| _____ C. College professors | _____ F. Other: _____ |

.....
15. What motivated you to attain elementary principal certification? Please give each item a rating from 1 to 5 with 1 being of no significance to 5 being of major significance.

- | | |
|--|--|
| _____ A. Desire to be the leader of an elementary school | _____ E. Status of the position, More prestige |
| _____ B. Enhance job opportunities, but not serve as an elementary principal | _____ F. Move up on the pay scale in my current position |
| _____ C. Make a positive difference for students and teachers | _____ G. More money |
| _____ D. Develop leadership skills | _____ H. Other: _____ |
- _____

Thank you for completing this survey!

Please return by *Tuesday, Jan. 11, 2000* in the stamped envelope provided or fax to School Administrators of Iowa at 515-224-3372.

Appendix D
Data Tally Sheet

Barrier 11: Satisfaction with current job (Group 1)						
Males:	69					
Females:	106					
Total:	175					
	1	2	3	4	5	Total
Males						
						Total: N: Mean: _____
Females						
						Total: N: Mean: _____
Total						
						Total: _____ N: _____ Mean: _____

Appendix F
Complete List of Respondent Comments, Survey Item Thirteen

Question 13: Looking at the list of barriers in item 12, is there anything you would like to add?

Lack of financial incentive

Group 1

My degree was obtained in 1986 and I'm unwilling to take time/effort to update for a principalship in rural Iowa where I'd be making less and have more responsibility than I do teaching.

I would like to try being a principal-but the position has to "fit"- minimal pay raise I would receive would not be worth it if I had to travel a great distance or if it means missing out on my own children's activities.

I'd have to take a job which would pay less than I make as a teacher because I have no administrative experience except in NSEA and ISEA.

The salary for administrators/principals varied greatly with smaller districts and the longer drive and lower salary were disincentives. Wasn't selected for 2 of the local jobs which had decent salaries.

I have a good job and with no experience as a principal. I have only been considered as a candidate in very small districts where I would have to take a significant pay cut.

I am not willing to relocate or move to a small town for less pay than I make now as teacher/coach.

Financially very difficult to relocate with family.

As a teacher/coach of 30 years, my wife has an excellent income-relocation would mean a severe loss of income.

Group 2

I've considered seeking an elementary principal position often. My preference would be to serve as a principal in a small to medium sized school. My perception is that I would most likely have to take a cut in salary from my current position. Money is not the top priority for me, but I really don't want to take a pay cut. Principals work too hard.

The pay is so poor compared to teaching with a MA+30, less hours teaching, less days on the job. I am in a system where teachers are paid well and I have many opportunities for professional satisfaction. I am not willing to go to a smaller district where pay is less and opportunities for professional satisfaction are less numerous.

Group 3

At the time the monthly pay was not that much different. Today the difference in daily-monthly pay would make a difference. At the time my wife was an RN department manager which required a lot of her time, too.

Group 4

Need more pay to lure people away from teaching. During the 5 years I was an elementary principal there were several teachers who made more money (they coached).

Group 5

Last year I was offered a job in Iowa in a school of over 1500 students the salary was \$48,000 I currently make \$43,000 had to travel 150 miles in district a week with no mileage pay. Also had to give up 130 sick days and work 240 day contract. Not worth it for \$6,000 more.

My biggest issue is insufficient salary/fringe benefits.

I know many people that say that at this stage of their life if they are going to change jobs, they would go into another field that pays much more and has better benefits.

Retirement benefits need to be improved for administration in order to draw in more people to the field. Salary alone is not enough.

Group 6

No responses

Negative feelings about the job of principal

Group 1

My husband has been an elementary principal and I have heard all of the negatives.

To me there are way too many negatives about being a principal that are not challenged by positive aspects.

I've seen principals forced into doing things with their teachers that were not ethical.

As it exists today, the principalship is nearly more than one person can handle. Too many headaches, problems and stressors.

It would be nice if the general public would have a better understanding of how challenging school administration is...

Over the past fifteen to twenty years there has been a steady decline in respect for rules, standards, or expectations by students. Society ties the hands of school personnel, yet expects more from us.

Appendix E
List of All Occupations, Survey Section Three

Section 3: What is your current position/employer?

	Male	Female	Total	Percentage
A. Teacher	135	151	286	67%
B. Higher Education	1	0	1	0.2%
C. Curriculum	2	11	13	3%
D. Area Education Agency	12	33	45	10.5%
E. Department of Education	0	0	0	0%
F. Other	22	37	59	13.8%
Currently a principal	6	17	23	5.4%
*Other				
Central office	11	8	19	
Counselor	7	13	20	
Facilitator	1	4	5	
At Risk Strategist	1	0	1	
Work based learning advisor	1	0	1	
Behavior interventionist	0	1	1	
ESL Coordinator	0	1	1	
Title 1 Grant Manger	0	1	1	
Consultant	1	6	7	
Crisis Interventionist	0	1	1	
Gifted Education Coordinator	0	1	1	
CAO Staff	0	1	1	

Group 2

Principals seem to have so many “operational duties” – discipline, safety, special education- there is little time to devote to being an educational leader.

There is little time for a principal to truly be an instructional leader.

I prefer to work more directly with children than the position would allow.

I am married to a farmer so am limited, but administrators seem to be overworked often being called in during summer vacation time. Perhaps in two years when my daughter graduates, the extra workload won't seem so negative to me.

Too much P.R. expected. Too much discipline-dealing with out of control students. The demands placed on elementary principals exceed the rewards. Too much time spent in meetings, too little time with student/teacher contact.

School principals rarely have the time to be effective instructional leaders. Instructional leadership is not viewed as a priority.

Negativity of job, not enough positive contact with students.

Money isn't important. I didn't want the hassle.

I have my certification in administration, but am quite content as a teacher/coach. The problems administrators face are so great that it's not worth the move.

Longer work year is a negative

Discipline issues

I am not sure any of these fit. I don't want to deal with the duties of a principal. Curriculum allows me to move in wider channels and have a great impact of student learning and instruction.

Group 3

No responses

Group 4

I entered education to work with young people. After 14 years as an elementary principal I decided I would be happier in the classroom and I am.

The amount of paperwork involved and liability factors-So many principals are so busy with paperwork and are not with the teachers and students observing and giving feedback.

Principal time spent away from school-meetings, etc.

Increased incentives with respect to benefits, multiyear contracts

The public perception of education as a whole is very discouraging as is the legal liability in comparison with pay and benefits.

Keeping all aspects of a principalship in balance is a tough job!

Public expectations, media also have tremendous influence on what is happening with school leadership

Negative dealings with incompetent superintendents would be of major significance as a barrier. If I choose another principalship, I will choose the superintendent wisely.

Lack of community support for education

Group 5

Enjoy teaching and the summer free from teaching responsibilities. It is not worth giving up summers off for a slight pay increase. Administrators work long hours!

Other expectations, requirements of the job: athletic director, curriculum coordinator, etc.

When I have chosen to serve as a principal-the opportunity was always there. I prefer the classroom and more direct contact with kids.

System where teacher tenure protects bad teachers-difficult to get rid of them.

Group 6

No responses

Inadequate university preparation

Group 1

Administrative classes need more "real life" experiences.

Group 2

Need more training in dealing with special education. Dealing with special education and AEA teams. Not enough training in special education at school level.

Group 3

No responses

Group 4

No responses

Group 5

No responses

Group 6

No responses

Time requirements infringe on family life

Group 1

I want to make sure sacrificing the additional hours toward more meeting/activity commitments will not leave me feeling robbed of very appreciated personal time and freedom.

Prior to having children I was focused on moving to the administrative level. However, due to the time demand and pressures entailed with administrative work, I have chosen work which allows me both the time and energy I desire for my family.

I don't want to spend all day at work and have night meetings, too. No feelings for those of us with children of our own!

My family is my first priority. Today principals have virtually no time for anything except their job. The demands and expectations are too high!

Timing with family obligations

Current responsibilities raising a family

Time is a big barrier. A principal has to sacrifice their family and personal time in order to do the job.

Group 2

When I began my degree work, I was childless. I now have 2 preschoolers and believe my #1 priority now is my children. A principalship demands many after/before school hours that I believe my children need.

Group 3

No responses

Group 4

My spouse left me with two young children to raise. I felt a primary responsibility to them and returned to the classroom which allowed me more time to be a parent.

I stepped down from a full-time position as an administrator to raise my two children and take care of my aging parents.

Group 5

No responses

Group 6

Being an elementary principal was very difficult when raising a young family.

Perception that men are being hired because of their gender

Group 1

I am not a “good old boy”- every job I almost got was given to a male or someone with “connections.”

Males were often selected over females.

An inexperienced female applying for an administrative position will get less consideration than an inexperienced male.

Men are preferred in small districts. Bogus reasons for who is hired.

They were interested primarily in former coaches; women were at a distinct disadvantage. As I mentioned earlier I was not allowed to do my practicum in my district.

I am a female. This was a barrier in some district that I applied in.

Being a female has hurt. When I was actively looking for an administrative job, my husband was also in administration.

Sexism-men can handle the job better

I find the system is still dominated by males and the “good old boy system.”

Group 2

No responses

Group 3

No responses

Group 4

It is still a male-dominated position-there was discrimination by male administrators.

Uncomfortable level; Harassment-only woman with 2 men-didn't feel equal.

Group 5

Still a “good old boys” belief in many schools

Group 6

No responses

Perception that women are being hired because of their gender

Group 1

Sexist barriers more apt to hire a woman over a man (for the “quota”).

Group 2

Prejudice toward hiring ineffective women over deserving males! Our district had a female personnel director who hired 8 females to 1 male consistently-she's gone now, but our buildings are 80% female, 20% male principals.

Group 3

No responses

Group 4

No responses

Group 5

No responses

Group 6

No responses

Perceived unfair hiring practices/political hiring

Group 1

Assistant principals are not selected to be principals without first being "interns" regardless of lack of education (training).

It is frustrating to have a long and successful experience in education, to have the support and respect of peers, to take on every "extra" responsibility requested and yet not be given the opportunity for leadership.

Lack of hiring teachers from within a system to fill an opening

"Who You Know" and "Geographic Limitations" predominate NW Iowa. There are also few vice-principal positions. I'm in the "no experience" category. So, my question is: How does one "get" experience when those hiring want only "experienced" personnel? I've given up. My variety of teaching experiences must mean nothing. However, I do have more time to "push" our current principal to be more effective...so it must be what was meant to be.

I have taught in [name of district] for 9 years. I would like to stay in [name of district], but it is extremely political. They also used a phone interview to disqualify candidates.

In the majority of cases when I have applied district have hired from within.

The Urban Gallop Perceiver Test kept me from attaining a principalship position, and I feel its subjective bias.

My district hires from outside in most cases-others hire within.

I was sent to the Principals Leadership Academy by my district and identified as a person who should be considered for administration in my district or elsewhere. One central office staff person prevented my selection.

The "Who You Know" is very blatant in Iowa- I came back from out of state-it's as if what's been done before is nonexistent and [name of state] Tech Leadership Program/Degree and other experience is a kind of [can't read] not a plus.

Hiring boards/individuals do not look at the "whole package" in hiring; They seem to concentrate on number of years teaching elementary school. Experience is good but that doesn't always translate to a good leader. As the crunch gets tighter, it will behoove Boards to hire leaders, be they secondary or special education experienced, rather than "good old boys and/or girls." Iowa will only continue to fall behind without visionaries looking to Iowa's future not her glory days past.

Having background in coaching seems to be quite important and I have no coaching experience.

I have experience as an educator. I have two master's degrees. I might be not as inexpensive as other potential candidates. Who you know seems to be important. Male or female preference.

In hiring, the system does not use equitable criteria.

Because I'm limited geographically and I have a lot of years in education-my current district seems too be looking at less experienced candidates.

I have found in applying for administrative positions credential are not important: it's who you know that gets you the job. I am still interested in the position.

If you are a person of color, chances are that you will not be considered for a job as a principal in Iowa.

I believe my superintendent felt I was more valuable to him and the district in the current special area where I served. However, I really wanted to be a principal. My wants and desires were never discussed.

Basically in our district, if you were not a "brown noser" or in the political realm of "kissin up," you were not even considered. In a nut shell-if you were not someone who fit certain individual's criteria, you were NOT considered.

Not all-but who you know in the "club" is such a factor. You are good so you're interviewed so it can be said we had good candidates, then the predetermined person is hired. Says a lot about leadership.

When I first started teaching I felt merit was very important in finding a job. The longer I teach the more I see it depends on "who you know."

I work at an outstanding district. We, for some reason, have a tradition of hiring outside the district.

I think number seven [Who you know is more important than an individual's merit in getting hired] says it all.

After 6 years or more applying for the principalship, I gave up. I have two endorsements-elementary and secondary. The district's phone screening should be eliminated.

My school district seldom hires from within.

Local politics and lack of administrative experience. Experience with elementary students and curriculum development and innovation not a priority.

Our school district does not believe in hiring from within.

Curriculum area-as a physical education major I do not feel I was given strong look.

I am not the right color or gender.

Age discrimination-I didn't apply until my children were grown.

Age may be a factor though no one would ever admit to such discrimination.

Age may now be a barrier.

Age discrimination is evident.

I felt that being a speech therapist for the major portion of my career was not looked at or valued in education. (I also have been a classroom special education teacher).

Group 2

Too often school board's predetermine criteria that includes the requirement of prior experience or they have already decided that they want someone from outside the district to add a different outlook. This really discourages staff who do not want to relocate-usually women.

Our district does not seem to hire directly from teaching staff. Must be willing to pursue semi-administrative position in-between.

It would be nice if an individual could be judged on ability, past performance and merit, rather than who their acquaintances are.

Hiring school staff in this community can be very "political!"

The only applicants considered for elementary principal positions seem to be classroom teachers or PE teachers. There seems to be a perception that special education, art or music teachers have NOT had "classroom" experience.

Unwillingness of current administration and Board permitting advancement within current district.

Group 3

No responses

Group 4

Age discrimination is definitely a factor! In my case I feel it would rate a "5."

Group 5

Some school districts need to hire from within.

When I was looking to return to teaching my age and experience was against me at that time. I was 52 years old at that time.

Group 6

No responses

Inability/Unwilling to move

Group 1

I do not want to leave my school district-there have been no openings.

I find that in my geographic location there are many applicants for each administrative opening.

Trying to stay close to Spencer where my wife teaches.

Group 2

In my situation I have a wife with a job that she likes, school age children that would be uprooted if I had to relocate.

Group 3

No responses

Group 4

No responses

Group 5

No responses

Group 6

No responses

Lack of mentoring

Group 1

There was no mentoring, especially in 1978-79 for women.

The lack of mentoring a new administrator in a new position after having been a teacher is a concern.

Group 2

A mentor would have been extremely helpful.

In small communities it is a "lonely" job. I would want to be in a district with several elementary schools so I had a network and more support. The pay is not worth the headaches.

Lack of leadership opportunities (with mentoring, compensation and time) for teachers within the K-12 structure.

Group 3

No responses

Group 4

No responses

Group 5

No responses

Group 6

No responses

Satisfaction with current job

Group 1

My biggest barrier is that I love teaching at my current grade level and with my current staff and administrator.

I have always enjoyed teaching and coaching. I like where I live and did not want to relocate my family.

I am very satisfied in my teaching position; Therefore, I have no desire to pursue a principalship.

I personally am still involved in coaching and have been unwilling prior to 2000-2001 school year to give up coaching.

Group 2

I am very satisfied with my current administrative position with an AEA. If my job satisfaction level were to diminish, I would certainly look at pursuing a principalship.

I am very happy with where I am at in life.

Group 3

No responses

Group 4

No responses

Group 5

No responses

Group 6

No responses

Perception that lack of experience is a barrier to being hired

Group 1

Timing and specific jobs have never been just right. Have had 3-4 good interviews in past 7 years-lost to people with experience in all cases. Will keep watching openings

Lack of administrative experience

I have applied for many administrative positions, but have been offered an interview only twice. My lack of administrative experience is my biggest barrier.

Unwillingness to hire candidates with no experience as administrators-but have 23 years of teaching experience K-College plus AEA experience.

Having no experience as an administrator

No previous experience in administration seems to be a barrier to getting an interview

Experience preferred-I've been told that I'd be a very likely candidate for most jobs, if I had experience following.

Lack of experience as an administrator. 2 times I have been the second candidate for a position and each time they have chosen the candidate with actual administrative experience.

They all want experience and the last place I applied told me the teachers didn't want a woman principal! I know that I will be a wonderful principal.

Getting information about openings around the state. Finding schools that are willing to hire a 1st year principal.

Group 2

I live in [name of city] with few openings. They generally want you to have prior experience however, I feel I could easily step into an elementary administrative position, especially with my background in this school district.

Teacher evaluations, number of meetings that take principals away from building-ordering teacher supplies and scheduling. Suggestion: split principal roles into 2 positions. I would be interested in running the special education end and handling all discipline and assisting with other responsibilities.

Group 3

No responses

Group 4

No responses

Group 5

No responses

Group 6

No responses

Other

Group 1

I would like to be a middle school principal or at least work with that age group. Most jobs are K-6 or 7-12.

Acting as a substitute principal for a district is a positive experience!

I have applied in only one district three times

I feel more districts need to look at assistant principal positions to offer additional experiences for those unwilling to move to a smaller district for their first job.

Assignment to two buildings is a barrier to building leadership opportunities- "part time" status in each building does not lend itself to vice-principal assignment.

The lack of job security is a concern. In my district administrators have been hired only to be fired or put on probation several months later.

Education is not respected as a profession. No support, are always begging for more money, help, benefits (speaking as a teacher).

This has not been the right time for me to change jobs.

I have applied and interviewed for several local positions and have not been offered a position.

I think a person's personality and self-acceptance should be at the top of the list to qualify for a principal job.

Not know positions available, beyond our own district

My teaching major should be a benefit as it relates to administration due to the fact that I am very involved with the public, but I don't think it is.

At this point I am too close to retirement to seek an administrative job.

Not a barrier but advantage to administrative preparation. School law and school finance are courses any teacher should have.

I have other administrative endorsements so the elementary principalship has not been a priority for me.

Group 2

Lack of financial support at the state and federal level to make needed changes.

I am almost 60 years old so having only 2-5 more years of full time work is of major significance.

Suggestion: I observed this in Illinois; Create a weekend PhD program at one of the state universities for staff currently holding administrative license. Every other week, candidates meet Friday afternoon at 4:00pm-10:00pm and all Saturday AM for classes. This group then becomes educational leadership for whole state. Because group spends time together they become a support network for each other. PhD program was subsidized and costs to candidates were small.

I think my personality is better suited to teaching than being an administrator

I am nearing retirement- 1 year or less

No encouragement to apply

Knowing when a position is going to be open, so that you can apply for the job.

Personality type is a big factor.

Graduate level courses available in local AEA's that provide an on-going development of administration that is meaningful and affordable. Coursework needs to be offered more than once.

The major barrier preventing me from pursuing a principalship was loss of seniority. If I had become a principal, I'd have lost my opportunity to return to a teaching position

automatically. If I would have been able to return to teaching if I didn't like being a principal, I would have applied for a position as a principal.

Group 3

Do you have to be an assistant principal first? If so, that would keep me from being able to apply to be a principal for 3 years after.

I would like a position as half time principal and half time counselor.

Finding available position and organizing resumes can be time consuming. How to write an effective resume?

Group 4

I thoroughly enjoyed being an elementary principal. The position was eliminated due to student enrollment decline.

Negative dealings with the superintendent

When I left the principalship it was because I was ready for a different position.

I have always believed it is important for administrators of a district to work well as a team and I have not seen that where I am located so would not be interested in becoming a member of a group that often has conflicts.

I tend to be more willing to look at a role as an assistant principal than a full-time principal at this time. I'd like the added experience before becoming a full-time principal.

I took a position after principalship where I could be hone needed skills to return to principalship.

Group 5

Difficulty in maintaining certification standards (courses) when not currently a principal-information about the requirements not easily available.

In my case it would have put a strain on my marriage for me to be a principal and he a teacher. We are older and more old fashioned.

In my district, principals are forced to move after a few years.

I feel that I lack the type of decision-making skills necessary to being an administrator. I like to get the facts, have time to consider options and then make a decision. I do not believe that this is possible in many of the decisions involving parents, discipline, etc. I'm not sure I could be very patient with adults that play the system. I've been successful as a teacher and I don't care to take the risk of dealing with even more challenges than the classroom.

Group 6

Job security- cannot risk losing benefits if the administration job does not work out.

Availability evaluator approval classes to remain certified is limited.

Appendix G
Complete List of Written Comments, Survey Item Fourteen

Question 14: From which of the following have you created your perception of the elementary principalship? Please give each item a rating from 1 to 5 with 1 being of no significance to 5 being of major significance.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Total (w/o 6)
A. Professional organizations	2.1	1.8	2.3	2.4	1.8	2.4	2.0
B. Professional publications	2.4	2.0	2.6	2.3	1.9	2.5	2.2
C. College professors	3.0	2.3	3.1	2.7	2.2	3.0	2.7
D. Principals; Direct observation	4.7	4.7	4.7	4.5	4.5	4.5	4.6
E. Other teachers/colleagues	3.6	3.8	3.7	3.5	3.9	3.4	3.6
F. Other							

Group 1 "Others" (Each rated a 5):

Internship
Experience as assistant
My own learning and experience
Interviews
My parents
Community
Principal friends
Superintendent and school board (2)
My wife is an elementary teacher
Working with principals on mutual concerns/activities
Direct experience
Conversations with professionals outside education
I have taken over for our principal in the past and the job stinks!
Media

Group 2 "Others" Rated a "5"

Watching people who are hired
Principals who are friends
Father was an elementary principal
Family member who was a principal
Parents/students (rated a "3")
Internship (rated a "4")

Group 3 "Others":

Board members

Group 4 "Others" (each rated a "5"):

My own experience as a principal (8)
Religious communities
Harvard Principals' Center attendance
Parents

Appendix H

Complete List of Written Comments, Survey Item Fifteen

Question 15: What motivated you to attain elementary principal certification? Please give each item a rating from 1 to 5 with 1 being of no significance to 5 being of major significance.

	Group 1	Group 2	Group 3	Group 4	Grp 5	Grp 6	Total (w/o 6)
A. Desire to be the leader of an elementary school	4.5	3.1	4.4	4.4	3.9	4.1	4.1
B. Enhance job opportunities, but not serve as an Elementary school principal	2.6	3.5	2.6	2.5	2.7	2.7	2.8
C. Make a positive difference for students and Teachers	4.7	4.1	4.7	4.6	4.3	4.6	4.5
D. Develop leadership skills	4.1	3.9	4.4	4.0	3.7	4.2	4.0
E. Status of the position. More prestige	2.3	2.1	2.4	2.0	2.1	1.9	2.2
F. Move up on the pay scale in my current position	2.9	3.2	2.8	2.2	3.1	2.4	2.9
G. More money	3.1	3.0	3.1	2.7	3.1	2.9	3.0
H. Other							

Group 1

Responses rated a "5"

Apply innate talents for supervision and leadership that are not being used in adult management now.

For individual growth as an educator

Internship

Logical step and feel I can make a big difference

My focus of interest in educational issues goes beyond the classroom (building and district).

Went along with my Director of Special Education certification.

I've always desired to be a leader not a follower

Kids are our future!

Serve as an assistant principal; opportunities to create, design, enhance, improve programs/ways to increase student learning

Benefits of curriculum knowledge in addition to special education instruction knowledge

I was more interested in secondary, but finished elementary, also

I picked up the elementary endorsement along with the secondary endorsement

Become more knowledgeable and diversified

Response rated a "4"

Lead and work with entire elementary community in a cooperative effort.

Response rated a "1"

I was primarily wanting a job in Missouri. Every job I applied for was filled by a person with a specialist degree. I didn't want to go back to college to obtain another degree.

Group 2

Responses rated a "5"

Husband's enthusiasm while we were in graduate school (1969-71)

Help teachers become better teachers and encouragement from my principal
 Personal goal of graduate degree; Thought I might combine principal's endorsement with some sort of early childhood setting.

Employment options later; gave me a permanent certificate

Obtaining special education administration certification was so similar to principal certification that I decided to go ahead and complete elementary principal certification also.

School reform

Afraid of teacher burn out; wanted to be able to do something else

I wanted elementary certification

Needed to renew my certification and wanted the hours to apply towards something significant

Better understand the workings of an elementary school and personnel

Was attempting to be a curriculum director and at the time the position required administrative endorsement

Responses rated a "4"

At the time I was a professional student. I enjoyed going to college.

Assist towards obtaining special education administrative endorsement

I had a full ride scholarship at a university to obtain certification.

Responses rated a "3"

My long term goal was to be a Director of Elementary Education

Group 3

Response rated a "5"

Other professional colleagues telling me I'd be good at it.

Group 4

Responses rated a "5"

Was asked to be a principal

Enhance job opportunities from a half time to full time position

Offered a position that requires certification so I had to pursue the endorsement

Encouragement of principal I was working for

Group 5

Responses rated a "5"

Needed a goal

Encouraged by former principal

Didn't want to become stagnant

Only way to move up in education in Iowa especially as elementary teacher

I wanted to make sure that I was not becoming stagnant and to be a more knowledgeable and understanding teacher. I decided to get a master's degree in curriculum-there were not enough people to fill that program. I needed to expand my knowledge and expand my options so I decided to take the elementary administrative program because I knew it would broaden my opportunities.